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CHATHAM COLLEGE BULLETIN 1976-1977

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The College admits students of any race, color, and national or ethnic origin.

CHATHAM COLLEGE BULLETIN 1976-1977

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Academic Calendar for 1976-1977

New students arrive	Tuesday, September 7
Freshman testing, advising	Wednesday, September 8
Upperclass students arrive	Saturday, September 11
Classes begin for the 107th academic year	Monday, September 13
October weekend	Friday, October 22 thru Sunday, October 24
Last day of classes before Thanksgiving	Wednesday, November 24
Thanksgiving recess	Thursday, November 25 thru Sunday, November 28
Last class of fall term	Wednesday, December 15
Final examinations	Thursday, December 16 thru Monday, December 20
Winter vacation	Tuesday, December 21 thru Sunday, January 2
Interim period	Monday, January 3 thru Friday, January 28
Interim break	Saturday, January 29 thru Wednesday, February 2
Spring term begins	Thursday, February 3
Spring vacation	Saturday, March 19 thru Sunday, April 3
Last class of spring term	Wednesday, May 18
Final examinations	Friday, May 20 thru Wednesday, May 25
Commencement	Friday, May 27

Chatham and a woman's future

Chatham College is dedicated to just one cause—the success of women. The College's entire purpose is to prepare women to take whatever place they choose in the world. And in the world today, for an educated woman, that place can be anywhere.

Chatham believes

- that the challenges and opportunities for women today are greater than ever before;
- that women are eager to meet the challenges, and to use the opportunities to work toward positions of leadership in society;
- that women students are ready to demand much from themselves and their education;
- that women are best prepared for positions of responsibility through programs of liberal education which stress intellectual and personal development;
- that the education of women must include increasing responsibility: the freedom to make choices, and the power to bring those choices to reality.

Chatham offers the student the whole range of the liberal arts from which to choose. And she is not bound by traditional curricular restrictions. With the help of her adviser, she can determine her particular interests and pursue them in her own way. She sets her goals, and chooses the means to reach them. The responsibility is great, but so are the rewards.

Whatever career decision a Chatham student makes, she should be prepared to carry it out successfully. She will have the education, the discipline gained by intensive training in the liberal arts. And she will know what to expect from the real world—because she has lived there.

Chatham opens directly onto the world. The College is a small, parklike community in the midst of a major city, with its industry and huge multi-national companies. Taking advantage of its location, Chatham offers exciting special programs including field placements, career internships, and independent study. Such programs give a Chatham woman an advantage shared by few college students: actual work experience. Skilled, disciplined, experienced women are now much sought after. Chatham women are known to have these qualifications.

Chatham believes in women, their success, and their future. And we think that the best preparation for a woman's future comes only at a college like Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests and desires. So at Chatham, each woman has her own educational program. She is free to design a curriculum that suits her needs, drawing from a wide range of courses and special programs.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. A student can pursue her chosen field in any one of a number of ways: through a traditional major, or an interdepartmental or multidisciplinary major of her own design. Taken together, Chatham's programs are unique:

- Freshman Seminars—study of selected special topics and problems, each limited to no more than 16 freshmen.
- Senior Tutorial—an intensive, two-semester research or creative project under the individual guidance of a faculty member.
- Pre-professional Programs—preparation for a career in law, medicine, education, business, the health professions, engineering, and fields related to the academic disciplines.
- The Program in Administration and Management—a multidisciplinary sequence designed to prepare women for careers in business, government, and social agencies.
- The Program in Communication—a multidisciplinary, multimedia study of the theory and practice of human communication; the foundation for a career in the communication arts and sciences.

- The Interim—an in-depth exploration of a single project—in a formal course or independent study—either on-campus or off, for an entire month between the fall and spring terms.
- Independent Study—in any discipline; extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.
- Career Internships and Field Placement—serious, full-time work or field experience with many of Pittsburgh's corporations, governmental or private agencies.
- Cross-registration Privileges—at any of the nine colleges and universities in the Pittsburgh area.

The student has more than a wide range of choices. She also has the careful guidance of teachers and advisers. And she has her own growing maturity to rely on. All combine to ensure that the program she decides upon will be the right one for her.

The place and the people

The Chatham community

Chatham College is 65 teachers and 600 students living and working closely together. They share an impressive array of experiences and special feelings of both community and individuality. Chatham gives each student the time and attention she needs to help her reach her own goals.

Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers. All of them are personally committed to the education of women and to Chatham.

Chatham's students come from all parts of the country and many countries of the world. They represent all kinds of cultural, geographic, social, racial, religious, and economic backgrounds. But they share an enthusiasm for learning and the capacity to assume responsibility for their own lives and educations.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the dormitories, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the dormitories, visiting hours are determined by each residence hall section. Adult head-residents, usually couples, live in every dormitory. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in College activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have helped to plan the new library and student-faculty center, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the handsome new theatre or in the experimental Play Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

The all-student Recreation Association offers such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, and fencing on the campus. Students may play golf or ride in nearby parks; and canoe, camp, and ski a short distance outside the city. For the competitive-minded, there are interclass sports. Chatham teams also compete with nearby colleges.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Studies, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language laboratory, and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae. The reading room has approximately 4000 scientific books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes. This ultra-modern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped new Chatham Theatre, seating 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains dining facilities and The Weathervane, the campus snack bar. In addition to the Paul R. Anderson Dining Hall, there are four convenient private dining rooms.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence halls such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half acre recreation field, three all-weather tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

The smoke lifted long ago from Pittsburgh, revealing a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become, more and more, one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals are known the world over. And the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theatre on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, hockey, and tennis teams in the country: the Pirates, the Steelers, the Penguins, and the Triangles. In Pittsburgh, or a short drive away, a student can find just about every athletic activity in existence.

But the greatest benefit the city offers is that Chatham students can become involved in it. They serve with local agencies and institutions; they work with multinational corporations. They also enjoy themselves immensely in this town. Its resources are completely at their disposal.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Every day in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be—not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over long after class lets out.

The Chatham woman has the chance for close contact with all her teachers. Because classes are small, faculty members have the time to devote to every individual student. And they are vitally interested in her work and progress.

Under the Chatham Visitor Program, the student also learns from distinguished guests of the College. In recent years, students have had the chance to sit down and talk with Margaret Mead, Kurt Vonnegut, Jr., Helen Hayes, Max Lerner, and Viveca Lindfors, among others.

The Practical Politics Program has brought many officials of government face-to-face with Chatham students. And through Chatham's Programs in the Arts, the campus has been visited by leading theatre and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

A student's academic work will take her into the libraries and laboratories of the College for serious and demanding study. It may take her to the libraries, museums, and agencies of the city, and perhaps to other college and university campuses. Through cross-registration, the student can experience life and work on any of nine area campuses.

Off-campus, a student has the whole city to explore. She may be doing serious and important work as a scholar, a volunteer, or an intern. Or she may simply be having fun. The city offers endless sources of entertainment, and there is no shortage of people to enjoy them with. Over 65,000 students, for instance, are enrolled in Pittsburgh's ten colleges and universities.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham was known then as Pennsylvania Female College, and later as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

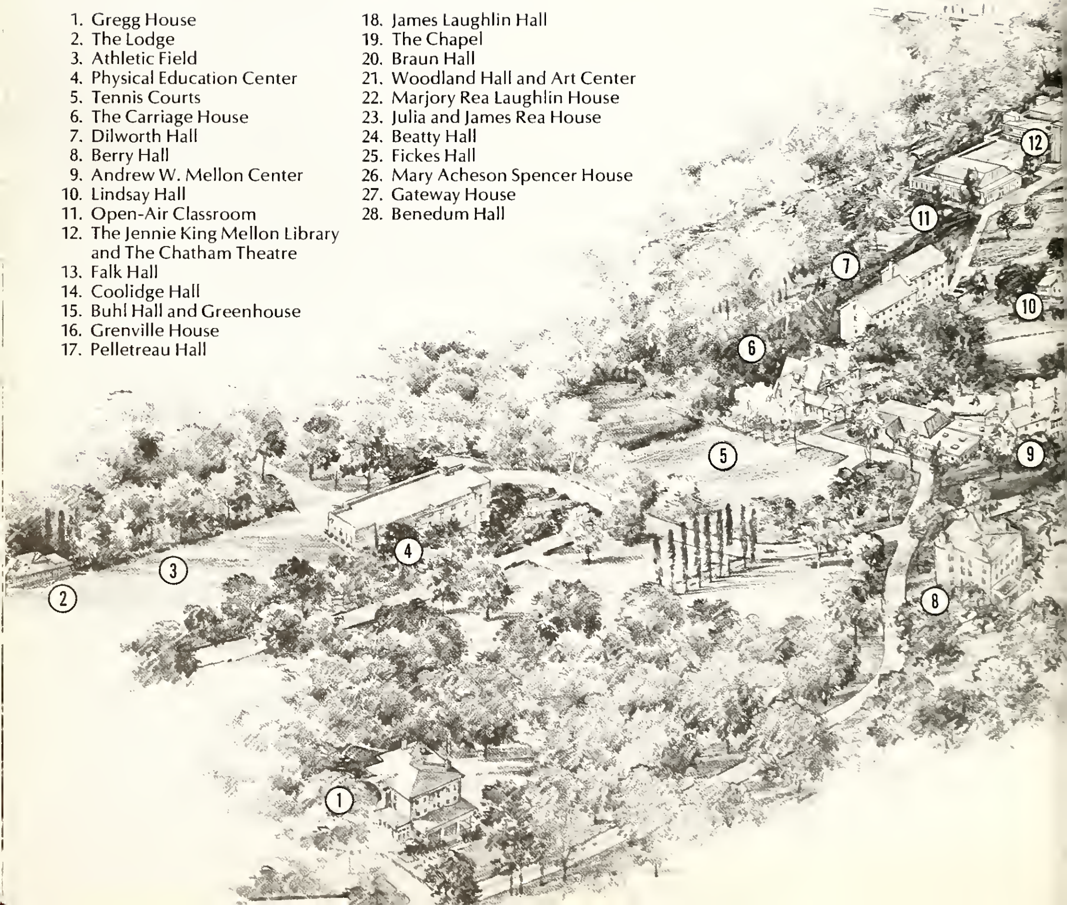
In the beginning, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $15.5 million, is among the largest per student of any college or university in the nation.

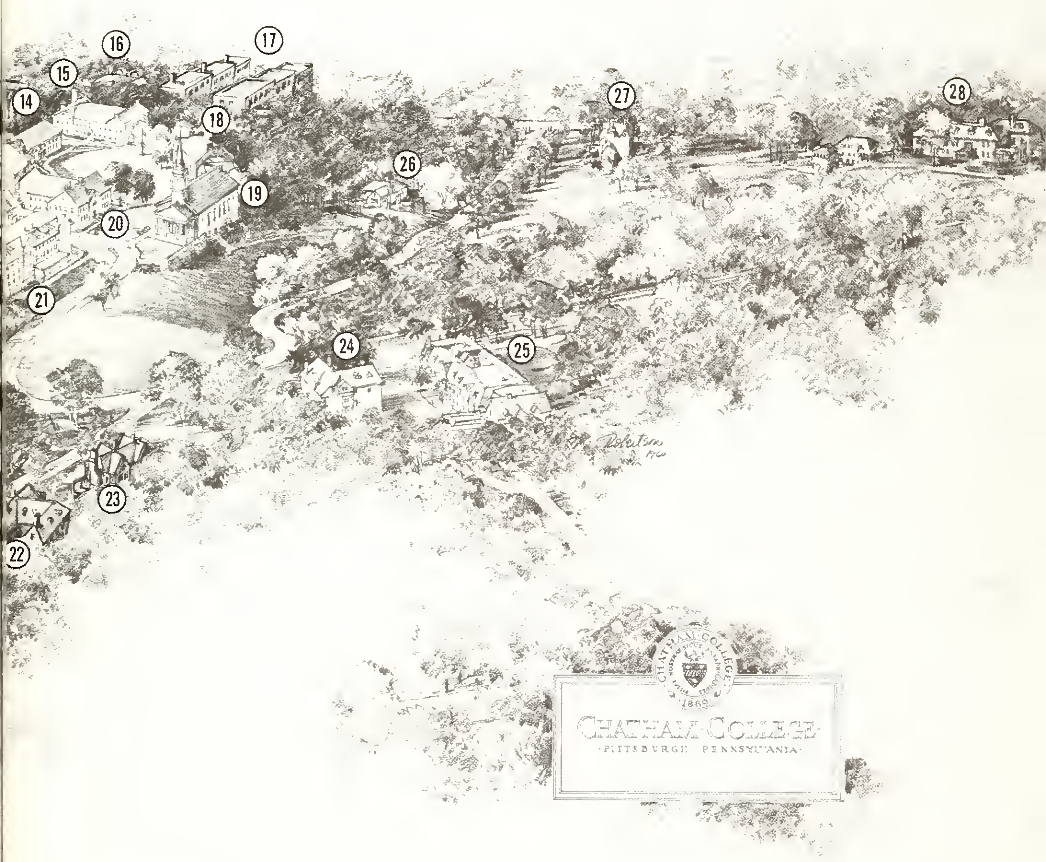
Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its new academic program again places the College in the forefront of academic reform. A recent independent study, in fact, listed Chatham among the top ten colleges for women in the United States.

Recently, the Ford Foundation selected Chatham College as one of the 12 most dynamic and innovative colleges and universities in the northeastern United States. The foundation awarded one of its prestigious Venture Fund grants to the College in recognition of its New Directions for Women Program. The grants are awarded to only 49 colleges and universities in the nation. Among the criteria for final selection were "the quality of present educational programs and leadership" and the record of the College's "desire and capacity to try to do new things in new ways."

Chatham's new educational program is also currently supported by social grants from four other national foundations—the Carnegie Corporation, Lilly Endowment, the Danforth Foundation, and the Laurel Foundation—plus several leading corporations.

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and The Chatham Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall and Art Center
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall

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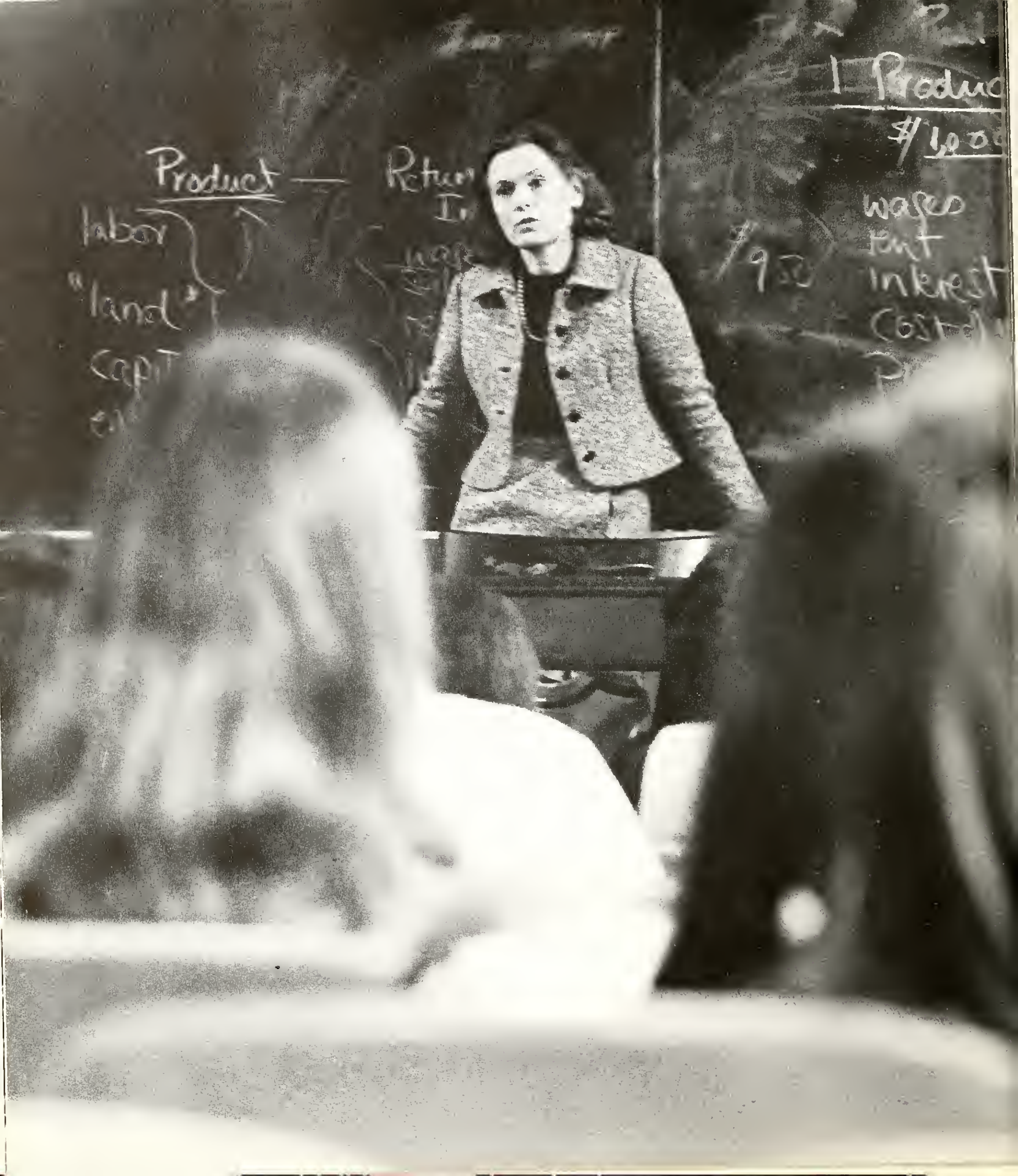
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The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs. The result is that Chatham has as many curricula, as many ways of learning, as it has students.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; (A chemistry or biology major is also possible for the Bachelor of Arts degree.)
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirements outlined in Item 3 above.

**The last six units of the degree must be completed in residence.*

Evaluation of Transfer Credit

About 20 percent of the 600 Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Department Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Communication, and special Black Studies programs. These last must be approved by the Black Affairs Coordinator.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the Tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms. Only with special permission may a student complete both units in one long term, or one unit in the Interim.

During the first term of the Tutorial, each student chooses at least one other faculty member as an outside reviewer. Both the tutor and reviewer give the student a critical evaluation of her work. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reviewer a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student also discusses her experience in an oral presentation to the tutor, reviewer, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 57). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Program in Communication is an interdisciplinary study of the communication systems that define our understanding of ourselves and our world. The program begins with rigorous training in various forms of writing and with study of the elements and principles of visual design. The program's emphasis on language extends to the study of foreign languages, computer languages, and the languages of art and music. The student is trained to become critically aware of human expression in all its forms, particularly in public and commercial communication. The student is then able to test her theoretical learning and personal judgment by working as an intern with numbers of local agencies, industries, and institutions.

Recent additions to the facilities of the College permit the student to participate in "hands-on" workshops, courses of study, and independent laboratory experiences with some of the sophisticated technology of audio, visual, and video presentations.

The program is designed especially for students contemplating study and careers in a wide range of fields – publishing, journalism, public relations, advertising, broadcasting, film, and many others. It gives the student an understanding of the principles of communication and of the communications media, and the skills to use that understanding in a career.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership–its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career or life opportunities she embraces.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers an exciting variety of possibilities: experimental courses and projects, travel and field experiences, student exchanges, and interdisciplinary programs. The student can even use the month to study abroad. She may take a formal Interim course, or undertake an academic project of her own design.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every Interim throughout her four years, and receive credit for each satisfactory project.

During a recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Study of Organizational Behavior	Aluminum Company of America
Study of Aspects of Publishing	Columbia University Press
Work as a Paralegal Assistant	Court of Common Pleas Bond Agency
Assisting with Pediatric Dentistry	Marcus Gottleib, DDS
Reporting and Writing News	*Greensburg Tribune-Review*
Assisting in the Microbiology Laboratory	H. J. Heinz Company
Study of Union Administration	United Steelworkers of America
Study of the Creative Aspects of Television Production	WQED Television
Assisting in Economic and Environmental Analysis	Westinghouse Electric Corporation
Study of Acting and Theatre Administration	Dinglefest Theatre Company
Work in the Trust Department	Mellon Bank
Observation of Rounds and Surgical Procedures	Shadyside Hospital

During a recent Interim, too, Chatham offered the following formal projects and courses:

Art:	The Study of Raku
Biology:	Evolution Biological Aspects of Sexual Function
Drama:	Theater in England (based in London)

Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism, and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico (based in Colima) Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom
Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy
Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

Typical Interim courses include:

Art:	Art History Field Trip: Rome and Florence
Biology:	Marine Biology, Miami, Fla.
Drama:	Rehearsal and Production
History:	British Architecture and Related Social History
Modern Languages:	Survey of German Literature
Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	Philosophy and Feminism
Political Science:	Introduction to Urban Planning

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology: .	Man Versus Science
Drama:	Form in Performance
English:	Idea and Form in Literature
History:	Arthur "The Once and Future King"
Modern Languages:	The Liberated Woman: French Existentialist Approach
Philosophy and Religion:	The Quest for Self
Sociology-Anthropology:	Knowledge for What?

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work—on a project of her choice—in an area important to her. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance. And since the student is doing exactly what she wants to do, her work is bound to be highly meaningful and exciting.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Study of anatomy through the use of clay sculpture

Ambulatory health care in the ghetto (with Friendship Medical Center, Chicago)

Children's programming (with WQED)

Planning recreational activities for retarded children

Study of function and structure of the ear (with Eye and Ear Hospital)

Study of the development of children's literature.

Study of the influence of Schopenhauer and Nietzsche on Herman Hesse

Emotional outlook of hospitalized children (with Western Pennsylvania Hospital)

Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)

Teaching practicum in Rochester, N.H. elementary school

Criminal court observation

Study of Colonial America, 1620-1763

Paralegal work (with Harlem, N.Y. community law offices)

Computer applications to economics

Simulation as a method in political science

The Baroque era in Germany

Law, ethics, and individual responsibility

Study of practical workings of a health care agency (with the Health and Welfare Association of Allegheny County)

Study of six French suites for the keyboard by Bach

Study of political prisoners in Viet Nam (with American Friends Service Committee)

Study of masterpieces in Russian literature

Corporations and Congress

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Public relations:	Ketchum, MacLeod & Grove
International marketing:	Westinghouse Power Systems Company
Law:	District Attorney's Office, Pittsburgh
Pathology laboratory work:	Magee Womens Hospital
Feature writing:	The Forum
Photography:	Pittsburgh Press
Trust department:	Mellon Bank
Overview of savings and loan operation:	First Federal Savings and Loan
Public affairs programming:	WKTQ Radio
Employee publications:	U. S. Steel Corporation
Overview of hospital operations:	Magee Womens Hospital
Publishing:	KNOW, Inc.
Teaching arts and crafts:	School for Blind Children
Processing consumer complaints:	Pennsylvania Consumer Protection Agency
Employee publications:	Westinghouse Electric Corporation
Teacher's assistant in early childhood development:	Child Guidance Center
Occupational therapy:	Ivy Nursing Home
Parasitologic examination of zoo animals:	Pittsburgh Zoo
Work with children in reading disabilities:	Home for Crippled Children
Work with parole officers:	State Probation and Parole Board
Study of behavioral aspects of captive birds:	Pittsburgh Aviary
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Community Planning

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institution (see list above). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Engineering Program

Through a special program for women at the School of Engineering and Applied Science at the University of Virginia, eligible Chatham graduates can earn a B.S. degree in engineering. The post-baccalaureate program combines 12 months of study in engineering and a six-month paid internship. Students entering the program should have strong backgrounds in courses in mathematics and the natural sciences.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 50 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Art History in Rome

Political Science in London

French at University of Lyon, France

Spanish in Bogota, Colombia

Sociology at Chung Chi College in China

German at the University of Freiburg

History in Athens

Classics and Archeology at Hebrew University of Jerusalem

Economics at the University of London

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Administrative Secretary, Committee on Study Abroad.

Summer study

A student wishing to receive credit for summer study must obtain, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than C grade. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

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The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Provost.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future—in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a résumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Apply early to ensure prompt completion of all preliminary arrangements and credentials. The application date is not considered in selecting candidates, but Freshman Seminar and dormitory preferences are assigned according to the date on which admission applications are received. For full consideration of class and dormitory preference, candidates should apply before March 1 for fall entrance and before January 2 for February entrance.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year,

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In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research purposes.

September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight—as guests of the College—in one of the residence halls.

The Live-in program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. Live-ins begin on Sunday afternoon with an orientation program and close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Admissions Associate. (See pages 101-102 for names and addresses of these representatives.)

3. Upon receipt of the application and fee, the College sends the applicant transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. In February or March, the applicant's credentials are presented to the Admissions Committee for its decision. At this time, the student's record for the first semester of her senior year will be on file.

5. The decision will be mailed to the applicant in March. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

The Early Decision on Admission Plan at Chatham is for qualified high school seniors whose firm first choice is Chatham. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies before October 1 of her senior year and whose credentials include her records through junior year, along with her counselor's and teachers' evaluations, may be granted admission and notified as early as November 1. Applicants who apply between October 1 and November 1 may be granted admission as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission when credentials are complete. Decisions on financial aid will be announced simultaneously with decisions on admission, provided a copy of the Parents' Confidential Statement is on file at the College.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three year of high school, and who have valid reasons for wan ing to move forward, may apply for early admissio to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are requested to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Parents' Confidential Statement by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September, January, or February entrance should become familiar with the academic program and graduation requirements. Transfer students entering as second term juniors or seniors are expected to be in residence for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the

Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of $15.

2. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. (The College will obtain high school records directly from the school.)

3. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.

5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.

6. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 39 for information concerning financial aid for transfer students.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquiries should be addressed to the Office of Admissions.

Admission of high school guest students

Chatham College welcomes serious high school students who seek the additional challenge of college-level work while completing their high school program. High school seniors with strong academic records and the approval of their principal or counselor are admitted to selected Chatham courses. A student may attend during the fall, Interim, or spring terms, subject to the availability of space.

High school guest students may enroll for one course unit (3½ semester hours of credit) per term. Students enrolled receive full college credit for satisfactory work. Tuition is charged at one-half the per-unit rate. Interested students should address inquiries to the Director of Admissions.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications, and problems can be given careful attention. Degree candidates should:

1. Arrange for personal interview with the Gateway Program Director or a member of the admissions staff.
2. File a Gateway Program application form, together with a biographical sketch and a $15 non-refundable application fee.
3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Degree candidates may apply for financial aid. For their first nine courses, they will be charged one-half the normal tuition. Additional courses, and the final nine courses in fulfillment of degree requirements, will be charged full tuition.

Adult students who have never taken any college-level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination Program (CLEP). Information can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, N.J. 08540. The admissions staff will also be happy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's degrees may be admitted on a part-time or full-time basis. Students who wish to explore new interests, test their abilities, or update their knowledge in their major field, are encouraged to apply. Procedures are the same as for degree candidates, except that the application fee is $5.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon completion of four courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. The petition may also be submitted at an earlier time to the Office of Admissions, together with a $10 processing fee. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (See page 25). They should also arrange for a personal interview with the Provost. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. The Committee on Admission gives preference to former students.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic Procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The maximum normal academic load is 9 units per year. Students will be charged on a per-unit basis for every course that exceeds this limit (See p. 36).

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Provost. In the case of Interim courses, work must be approved by the Interim Committee and the Assistant Provost.

Grades

The grades in use are:

A = Excellent
B = Good
C = Satisfactory
D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F = Unsatisfactory performance; no credit.
I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Provost is required. Incomplete grades will not be granted for Interim courses.
In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.
W = Withdrawal from course with no penalty.
WF = Withdrawal from course while doing unsatisfactory work. (Withdrawal from courses after stated deadlines requires the permission of the Assistant Provost. A fee will be charged for course changes made after specified times (see p. 31).

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. For these reasons, freshmen are encouraged to take all of their first term courses on the P/F basis. But the option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C
LP = Low Pass; equivalent to D
F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Provost notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 25).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processing fee for registrations after this date.

Students may add courses to their schedule through the first two weeks of the long terms with the approval of the instructor and the faculty adviser. With the same approval, courses may be dropped through the first four weeks of each of the long terms. No academic penalty is attached to dropping courses during this period.

After this period, the Assistant Provost must approve withdrawal from any course. If the student's work is unsatisfactory when she withdraws, the grade of WF will be entered into her record. Otherwise, she will be given a grade of W, which carries no stigma.

Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week. In all cases, a fee of $5 will be charged for any course change made after the stipulated deadlines.

Exceptions to any of the provisions above can be made only by the Assistant Provost. Requests for exception should be filed through the Registrar.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Provost will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Provost.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Provost or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Provost.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Provost and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Provost and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:

Tuition	$3200
Room and board	1640
Student activities fee	60
	$4900

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	2330
On or before January 15	2420
	$4900

A tuition may be paid in installments. See p. 38 for details.

Commuting students

Charges for the year:

Tuition	$3200
Student activities fee	60
	$3260

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1510
On or before January 15	1600
	$3260

Part-time students

Charges for part time:

Tuition	$380 per course unit

Payable:

On or before August 1 (fall term).	$ 380
On or before January 15 (spring term)	$ 380

The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.*

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $145 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting students will be charged $350 per course, and if they wish to live on campus, $185 for room and board.

Other fees

Application for admission $15

The application fee is not refundable and is not credited on any College bill.

Deposit $50

Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15

Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Student activities fee $60

This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee .... $380 per course unit

For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They will be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee $380

When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a $380 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee .... $30 per course unit

Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and
accident insurance .... $42 per year

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with the Continental Casualty Company at $42 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer.

Infirmary fee .... $6 per day

The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at $6 per day. The student must pay for medicine and for part of the College physician's charges ($5 per visit). The College bills the student for medical charges. (See page 43, Medical Services.)

Examination fees $10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee $25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee $30

The fee is charged for all photography courses requiring additional instructional supplies.

Applied music fee . . . . $150 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $75. Students majoring in music may take four course units of applied music without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.

Term or year program $15
Summer study program $15

A $5 fee will be charged for each additional application.

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

> Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, a special account default fee of twenty-five dollars ($25.00) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered by Chatham permits payment of tuition and fees in 12 equal installments, April 20 through March 15. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payment. A student or parent should apply for this program before April 20. No penalty or interest is charged if monthly payments are made on schedule. An application fee of $10 will be charged. If a student attends only one term, she will be charged six monthly payments. The first payment of this plan replaces the April 20 advance payment of $150.

Term charges may also be paid in monthly installments, July 15 through November 15 for the fall term, January 15 through April 15 for the spring term. This plan charges interest at the rate of one percent monthly on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a promissory note.

Outside organizations offer other payment plans, including the Insured Tuition Payment Plan, and the Tuition Plan of New Hampshire.

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work-Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal before August 1 preceding the fall term (January 15 for the spring term), she will be refunded all advance payments of tuition and room and board, except for the $150 deposit. If she notifies the College after August 1 (or January 15), but before the first day of classes, she will be liable for forfeited charges in the amount of 25 percent of tuition, room and board, and fees. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the fourth week of the term, will be liable for forfeited charges in the amount of 50 percent of tuition, room and board, and fees.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made, without exception, after the first four weeks of classes. All refunds must be requested in writing.

For the purpose of computing any refund, a student's official withdrawal date will be the day on which the Assistant Provost or Director of Counseling receives her completed notice of withdrawal.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $5000 per year. They do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For $336 in earnings, a student works about six hours a week, nine hours a week for $500, and twelve hours a week for $670.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate, or professional schooling. Repayment and interest, at three percent a year, begin nine months after the student ends her studies. The repayment may be extended over ten years.

The debt may be partly or totally cancelled if:

1. the recipient teaches handicapped children full-time or
2. the recipient teaches in public or non-profit elementary or secondary schools which, according to the U.S. Commissioner of Education, have a high enrollment of students from low-income families.

If the borrower is studying at least half-time in the U.S., or at an approved institution outside the U.S., repayment of the loan and interest will be deferred for that period. Repayment is also deferred up to three years when a borrower is a member of the Armed Forces of the United States, or a volunteer in the Peace Corps or VISTA.

The borrower must arrange a schedule of monthly repayments before she leaves Chatham College.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need, academic achievement, and future promise. Applicants for financial aid should complete admission and financial aid forms and return them along with the $15 application fee and the first page of the family's IRS 1040 form for the most recent year filed to the Admissions Office. Chatham College belongs to the College Scholarship Service, which distributes and processes the Parents' Confidential Statement filed in support of the Chatham financial aid application. A student may obtain the Parents' Confidential Statement from her high school guidance counselor.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1,500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Women who plan to follow careers in the concert, operatic, or teaching fields are given priority.

The Michael L. Benedum Scholarships are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The awards are for West Virginia residents only.

Glenda Rich DeBroff Memorial Scholarship is available each year to a student who shows promise of high academic achievement, motivation and service to the Chatham College community. The award is made to a student in financial need for the support of a Chatham-sponsored Interim project.

Linda P. McGurk Scholarships are available each year to students who, without such assistance would be unable to attend the College.

Special program for students from middle-income families

Gilsdorf Scholarships are available for entering freshmen from middle-income families who do not qualify for the usual sources of financial aid, including college, state, and federal funds. Three $1,000 scholarships, renewable for four years, will be awarded on the basis of academic excellence, creativity, and future promise.

Wilson
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CAREER PLANNING
RESOURCE CENTER

College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 36, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with the Continental Casualty Company and recommends it strongly. (See p. 36, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

How to get to Chatham

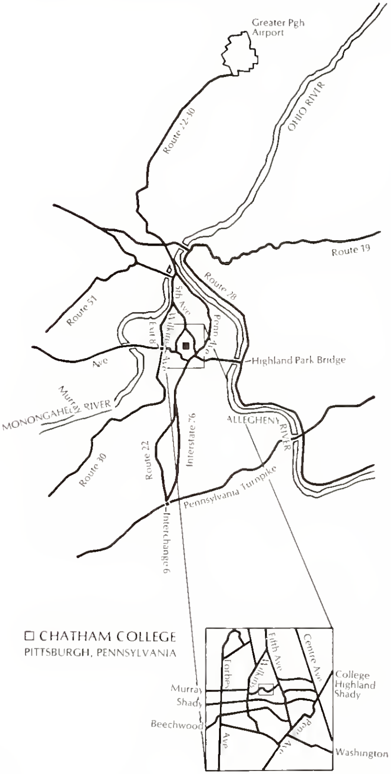
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.


Greater Pgh Airport
Route 22-30
OHIO RIVER
Route 19
Route 28
Route 51
5th Ave
Exit 8
Wilkins Ave
Penn Ave
Highland Park Bridge
Ave
Murray
MONONGAHELA RIVER
ALLEGHENY RIVER
Route 30
Route 22
Interstate 76
Pennsylvania Turnpike
Interchange 6
□ CHATHAM COLLEGE
PITTSBURGH, PENNSYLVANIA
Forbes
Fifth Ave
Wilkins
Centre Ave
Murray
Shady
Beechwood
Ave
Penn Ave
College
Highland
Shady
Washington

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's office.

Departmental Areas

(See also Program Areas)

Art

Major Requirements in Studio Art:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 36, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Theory Courses

133. Art Topics.
An introduction to the theory, history, and criticism of the visual arts. Problems of style, media, iconography, and cultural relationships will be discussed, using both historical and current examples.

230. Problems in Criticism.
The nature of quality in the visual arts will be explored in a seminar atmosphere. Problems in establishing criteria for and making critical aesthetic judgments will be dealt with through informal discussions, readings, gallery visits, and elementary studio projects. Open to both majors and non-majors.

Studio Courses

101, 102. Basic Drawing and Design.
Using various drawing media, the course will consider some of the problems encountered in creating and understanding a work of art. Emphasis will be placed on perception, means of visual expression, and composition.

104. Fundamentals of Painting.
The practice of painting in developing a basic understanding of color and skill in its use.

105. Figure Drawing and Painting.
The human form will serve as a basis for developing skill and expressiveness in representational drawing and painting.

113. Fundamentals of Sculpture.
A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.
A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.
Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

192. Basic Photography.
A study of the black-and-white photograph; study of an experience with exposure and development of photographic film and paper; study and practice in the photograph as docu-

mentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.
The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

201. Painting: Watercolor.
An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, 133, 134 or permission of the instructor.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including etching, engraving, woodcut, and silkscreen. Prerequisite: Art 101 or 102. Applied art fee.

206. Printmaking II.
An exploration of the expressive possibilities of graphic media. Prerequisite: Art 205. Applied art fee.

210. Raku Workshop.
An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finsihed product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of the instructor.

214. Sculpture: Metal.
Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisites: Art 101 or 102, 113, 133, 134 or permission of the instructor. Applied art fee.

216. Sculpture: Casting Techniques.
The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 101 or 102, 113, 133, 134 or permission of the instructor. Applied art fee.

218. Intermediate Ceramics.
A refinement of basic skills will be emphasized. Prerequisites: Art 101 or 102, 113, 117 or permission of the instructor. Applied art fee.

301, 302. Advanced Painting and Drawing.
Prerequisite: Art 104, 105, 133, 134 or permission of the instructor.

313, 314. Advanced Sculpture.
Prerequisite: Art 214 or 216. Applied art fee.

501, 500, 502. Independent Study.

603-604. Tutorial.

Art History Courses

134. Survey of Western Art.
A topical survey of the major artistic styles and purposes in the Western tradition.

247. Medieval Art.
A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.
A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.
A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

255. Nineteenth Century Art.
A survey in depth of the major movements in the art of Europe and America from the late 18th century to the end of the 19th century.

256. Modern Architecture.
Lectures and discussions will analyze and compare architectural styles and functions in the 20th century. Special attention will be given to opposing theoretical positions, from the Bauhaus to "pop".

258. Twentieth Century Art.
A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

260. The Surrealist Film.
Surrealism will be examined through its ideal medium, film. Several classic examples of the 1920s and 1930s will be viewed and discussed, as well as some later surrealist-influenced films. Filmmakers such as Bunuel, Cocteau, and Resnais will be presented. Prerequisite: Art 134, or permission of the instructor.

336. Seminar in Art History:
Problems in Contemporary Art.
An investigation of the salient stylistic, thematic, and theoretical trends in the visual arts since about 1945, with special attention given to their interaction with other media of expression. Critical analysis of style and methodology of art historical research will also be stressed. Prerequisites: Art 133, 134, or permission of the instructor.

352. Seminar in Art History:
Art in the Service of the State.
The political uses of the visual arts from ancient to contemporary times will be examined. Emphasis will be given to recurring themes and modes of expression, particularly in ancient Greece and Rome, the Renaissance and Baroque courts, the French, American, and Russian revolutions, and the totalitarian regimes of the 20th century. Prerequisites: Art 133, 134, or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:
For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Physiological psychology may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units. A student must satisfy the requirements for the B.A. degree, and take three additional course units in mathematics, physics, or chemistry.

Non-Major Course Offerings:
Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, "Human Sexuality;" Biology 123, "Nutrition;" Biology 124, "Food: Production, Politics and People;" Biology 141, "Evolution;" Biology 153, "Human Genetics;" and Biology 155, "The Cell."

045. Freshman Seminar:
Current Topics in Health and Nutrition.
Rapid advances are being made in all areas of human health. In this seminar we will examine current topics in medicine and nutrition and consider the significance of these advances for the individual and society. Possible topics include aging, cancer research, euthanasia, vitamin research and fad diets.

049. Freshman Seminar: Man Versus Science.
A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control, and the prolongation of life will be included.

120. Human Sexuality.
A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.
An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.
An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.
The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.
A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.
An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics.

155. The Cell.
The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory.

201. Invertebrate Zoology.
A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.
A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.
A study of the normal developmental processes,

supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.
The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 103 and 104 and Biology 143, 144.

222. The Biology of Disease.
Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Consideration involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.
The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.
The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

227. Biological Effects of Water Pollution.
Field and laboratory studies of the effects of water pollution on biological systems. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. One three-hour meeting per week plus one hour of discussion. Prerequisite: Biology 143, 144.

241. Genetics.
A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.
A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.
A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.
A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

303. Molecular Biology.
This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.
A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Prerequisite: Biology 143, 144.

340. Marine Biology.
A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144.

349. Seminar.
Studies of contemporary biological research

literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisite: Biology 143, 144.

354. Special Topics.
Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.
Prerequisite: Biology 143, 144, 349.

Chemistry

Major Requirements:
B.S. Degree: 14½ course credits, including the tutorial.
Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318. B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604.
Required laboratories: 114, 215, and 318.
The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II).

Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

001. Freshman Seminar:
Structure of the Molecules of Life.
Atomic and molecular structure of biologically important molecules such as DNA, RNA, and proteins will be studied. Included will be examples of how scientists use models or pictures to understand and elucidate structures such as the double helix of DNA, the structure of insulin, and the structure of hemoglobin and its relationship to sickle cell anemia.

101. Chemistry.
Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly.

103. Structural Chemistry.
An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electro-chemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.
Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

116. Contemporary Topics in Chemistry.
Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. This course is designed for students majoring in areas outside the sciences and is not intended to serve as a substitute for Chemistry 101 or 103. Three lectures and a recitation session weekly.

205. Organic Chemistry.
A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.
Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three

lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.
Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course.

216. Organic Chemistry Laboratory.
Six hours of laboratory weekly. Prerequisite: Chemistry 215; Corequisite: Chemistry 206. ½ course.

236. Chemical Products and Processes.
An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.
Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly, and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1 course.

318. Advanced Instrumental Chemistry.
Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311; Corequisite: Chemistry 318. ½ course.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:
11 drama courses, including Drama 101, 102, 103, 104, and the tutorial.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama.

101, 102. Theatre Workshop.
Voice and movement for the stage. Practice and projects to extend personal capabilities, and

when appropriate, background theory. Work second semester leads to a production. ½ course.

103, 104. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.
Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.
An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays.

107. Modern British Drama.
A study of plays from Pinero to Pinter.

108. American Drama.
A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins.

130. Rehearsal and Production.
The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.
The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.
A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. World Drama.
Studies in the development of drama from Greek classics to nineteenth century realism.

202. Modern European Drama.
Studies in drama from *Woyzeck* to *Marat/Sade.* Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

208. Contemporary Dramatic Expression.
An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets.

210. Dramatic Criticism.
Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts.

303, 304. Directing.

Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:

10 courses, including Economics 101, 102, 321, and the tutorial.

Students interested in continuing their studies in economics are strongly urged to take Mathematics 107, 108, and 110.

101. The American Economic System: Macroeconomics.

An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy.

102. The American Economic System: Microeconomics.

The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy.

113. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101.

211. Seminar: Macroeconomics.

This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101 and 102.

212. Seminar: Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 101 and 102.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.
Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

282. Black Community Economic Development.
This course deals with a definition of the character of the Black community as it relates to the American economic and political system. From readings, lectures, and class discussions, the students and the instructor will attempt to decide the issue of whether or not a separate Black economy actually exists. Major emphasis will be placed on the historical aspects of Black business development. (See also Black Studies.)

321. History of Economic Thought.
The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, and Keynes. Prerequisite: Economics 101 or 102.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, a selected course in either tests and measurements or statistics, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, Spanish, French, German, mathematics, and comprehensive social studies. The required professional program for Early Childhood Education (N-3) includes Education 102, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes: Education 102, 208, 212, 213, 322, and 413. Middle Schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the Middle School. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.
Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.
A course designed for experimentation with

the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

192. Child Learning Through Movement Performance.

Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum.

208. Communication Skills and the Arts.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisites: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.
Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. General and Specific Teaching Methods for the Secondary Level.
Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102.

322. Teaching in an Urban Setting.
Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.
Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.
Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.
Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with

the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.
Permission of the instructor.

603-604. Tutorial.

English

Major Requirements:
12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); two courses in single or comparative authors, one of them Shakespeare; an upper-level course in expository writing (i.e., 103). English 102 and Freshman Seminars do not count towards the major.

001. Freshman Seminar: Medea—Myth and Drama
Differing attitudes toward life and art as revealed in treatments of the Medea legend by Euripides, Seneca, Jean Anouilh, Robinson Jeffers, Maxwell Anderson, and others. Frequent practice in analysis of the art form and in writing compositions.

102. Expository Writing I.
A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.
A continuation of "Expository Writing I," a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed "Expository Writing I" or who command the basic skills it covers.)

111. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.)

112. Content and Form in Fiction.
Analysis of the form of the short story and its relationship to longer forms of fiction, the novella and the novel. A study of the idea of expressive form, of the mutually qualifying relationship between the idea in a work and the structured elements of fiction with which the author expresses the idea. Reading to include works by American and continental writers of the 19th and 20th centuries.

141. Linguistics: An Approach to Language.
An introduction to theoretical and applied linguistics, to what is meant by linguistics as "the science of language." The course is designed to provide an understanding of the history, nature, and functions of language, through a linguistic approach, and with the necessary linguistic tools for furthering that understanding.

184. Study of Black American Writers.
An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.
Significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the earli-

est printing of books in England, Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama.

211. Renaissance Literature.
Fundamental ideas in Renaissance cosmology, humanism, neo-Platonism, Reformation, and "new aesthetics." The influence of these ideas on Elizabethan literature, with emphasis on the poems and criticism of Sir Philip Sidney, plays of Christopher Marlowe and Ben Jonson, and poems of Edmund Spenser, John Donne, and John Milton.

213. Augustan Literature.
Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores.

214. Nineteenth-Century Literature.
A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Tennyson, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.
Recent contribution to literary tradition in the works of Conrad, Yeats, Joyce, Lawrence, Eliot, Faulkner, and others.

216. Major American Writers: 1800-1855.
A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville.

217. Major American Writers: 1855-1945.
A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.
A study in Middle English of *The Canterbury Tales* and of the minor poems as literary art and as a reflection of English culture of the Medieval period. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.
An introduction to conventions of Elizabethan drama and to representative examples of the several modes in which Shakespeare wrote.

223. Shakespeare Topics.
Each year focusing on a different aspect of Shakespeare's achievement, the examination of a small number of plays and significant critical studies. Prerequisite: Shakespeare Survey.

230. Rise of the Novel.
A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century Poets.
A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century Novel.
A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

233. Modern American Poetry.
An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor.

235. The Nature of Tragedy.
An exploration of tragedy as a literary mode,

as an informing spirit, and as a philosophical problem. The course is concerned largely with drama of the Western world from the Greek tragedians to the present, but includes also critical theories of tragedy and several tragedies in fiction.

236. The Nature of Comedy.
An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and in other media (notably graphic arts and motion pictures), and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.
A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.
A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse.

320. Seminar: Special Topics. Hamlet.
An intensive study of the text, criticism, and production of Shakespeare's most enigmatic play. Prerequisite: English 222. Underclassmen with permission of the instructor.

321. Seminar: Special Topics. Robert Frost.
A study of Frost's full canon, of some of Frost's contemporaries, and of major critical judgments of Frost's work.

338. Principles of Literary Criticism.
A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.
All independent studies must have the approval of the department.

601. Tutorial.
The completion of work begun in an upper-level seminar, the tutorial must have the approval of the department.

603-604. Tutorial.
A course for those students who have not taken English 601.

History

Major Requirements:
11 courses including the tutorial. Unless otherwise stated, courses are open to all classes.

003. Freshman Seminar:
Fiction as History; History as Fiction.
An exploration of the relationship between American literature and American history in an effort to answer the question: what is history? Readings will include fiction by Sinclair Lewis, Ernest Hemingway, John Dos Passos, John Steinbeck, Richard Wright, and William Faulkner; the historical context will be the years between the two World Wars, 1919-1941. Of continuous interest will be the image of women portrayed by these American writers.

501, 500, 502. Independent Study.

603-604. Tutorial.

Introductory Courses

101. The Formation of Europe.
In the context of universal civilization, the

emergence of Europe is surveyed from ancient times through early modern times. "Historical thinking" is applied as a means of understanding the human condition. Lectures explain the structure of historical evolution, while class reports and discussion cover "everyday life."

105. The Ancient World.

The development of the urban society in the ancient Mediterranean world; its political, economic, philosophical and social assumptions and practices. A study of contemporary sources, such as Thucydides and Plutarch, as well as works of modern scholars.

106. The Civilization of Europe to 1600.

The process of urbanization in medieval Europe and the rural alternative to urban society, study of contemporary sources, such as *Beowulf* and Machiavelli's *The Prince*, as well as works of modern scholars.

143. Introduction to Asian Civilization.

After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

151. Introduction to American History.

A survey of American history from its beginnings to the present. Intended for students who want a general introduction and some opportunity to pursue individual interests.

Period and Theme Courses

116. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

133. The Growth of English Representative Government.

The development of governing institutions and the nature of popular participation in government. The legal system, constitutional monarchy, parliamentary supremacy, responsible government and democracy have all been realized through a long process. This course examines these institutions and the dynamics of their growth.

221. Origins of Contemporary Europe.

The French Revolution, Napoleon and the awakening of Europe. The national-liberal transformation of Europe and the nineteenth-century structure of world peace. Bismarck and the rise of the German Empire. The course analyzes the origins of the twentieth-century world.

222. Contemporary Europe.

The two World Wars, causes of the interwar crisis, the age of facism, the postwar recovery of a divided continent, the emergence and future of the European Community. Twentieth-century Europe is analyzed as an international history with emphasis on the German problem.

231. The Age of the English Revolution, 1558-1688.

The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor.

240. Communist Eastern Europe.

An introduction to the study of the Soviet orbit of power in contemporary Europe. Instruction is in seminar style. Students may investigate area topics (such as status of women under Socialism, East-West detente, the Warsaw Treaty, COMECON), or individual countries (Czechoslovakia, East Germany, Poland, Hungary, Yugoslavia, Rumania, Bulgaria.)

241. The Making of Russia.

The formation of the Russian state and nation. Kievan Russia and the Mongol yoke. Moscow as the center of modern Russia. Territorial expansion and Europeanization of the Russian Empire from Peter the Great to the reforms of Alexander II.

242. The Russian Revolution and the Soviet System.

The transformation of the Russian Empire into the Soviet Union. The revolutions of 1905 and 1917. The Soviet Union under Lenin and Stalin. Russia's emergence as a superpower. The post-Stalin era, East-West detente and the problem of liberalization.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The Age of Civil War and Reconstruction.

The period covered is from the 1830s to the end of Reconstruction in 1877. The issues discussed include the Old South, slavery, abolitionism, "manifest destiny" and the Mexican War, causes and consequences of the Civil War, Lincoln's presidency, Radical Reconstruction, and the early women's rights movement.

257. The Roots of Modern America, 1877-1932.

The political, social, and cultural history of the United States during its transition from frontier to modern industrial society. Themes examined include alienation, youth rebellion, the Black ghetto, the women's movement, corporate power, centralized government, and American intervention abroad.

258. Modern America, 1933-Present.

The political, social, and cultural history of the United States since the "New Deal" of Franklin D. Roosevelt. Topics include the Great Depression, World War II and the Cold War (home and abroad), the turbulent 1960s, Watergate, Black nationalism and the feminist movement. Since the recent past requires continuous reinterpretation and updating, the emphasis of the course changes from year to year.

Special Topics

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138, 139. The Role and Status of Women in Historical Perspective.

An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long-held assumptions about women.

150. The American Indian.

An introduction to the history, culture, and attitudes of American Indians. Field trips, movies, guest lectures, and reading seminars.

160. Past, Present and Future.

An introduction to the nature of change (primarily technological and scientific) and human response to the challenge of change. After establishing an historical frame of reference, the course will examine forecasts of prominent authorities in the field of "futurology." A major objective will be to identify and evaluate one's personal values as a basis for decision-making in a rapidly changing society. Readings, discussions, guest speakers and films.

185. Afro-American History I.
An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods. (See also Black Studies.)

186. Afro-American History II.
An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement. (See also Black Studies.)

369. Seminar: American-Russian Relations, 1917-Present.
An examination of relations between the United States and the Soviet Union since the Bolshevik Revolution. Topics include American intervention in the Russian Civil War, the establishment of diplomatic relations in the 1930s, the Grand Alliance of World War II, the origins of the Cold War, the Cold War, and Detente.

501, 500, 502. Independent Study.

603-604. Tutorial

Mathematics

Major Requirements:

12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

001. Freshman Seminar: Mathematics and Society.
This seminar will investigate issues concerning the relationship of mathematics to contemporary society. Such issues might include the status of mathematics instruction in the elementary and secondary schools, the effect of the "new mathematics" of the 1950s and 1960s on students currently enrolled in college, women in mathematics, the support of mathematical research by the Federal Government, unemployment among mathematicians, the extent of mathematical illiteracy, mathematics in industry, etc. Students enrolled in the course will be guided to appropriate literature sources and will have practice in organizing, presenting, and criticizing relevant material.

101. Elementary Calculus, Physics, Applications I.
Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, biology, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Introduction to computer programming. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics.

102. Elementary Calculus, Physics, Applications II.

A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiations, anti-differentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics I.

History and logical development of the real and complex number systems. Concepts of set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

107, 108. Models, Decisions, and Calculus I, II.

Gathering and organizing information. Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Relations and functions. Sequences and series. Linear programming. Decision making techniques. Differential and integral calculus with applications to problems of economics and management. Prerequisite: Two years of college preparatory mathematics. It is highly recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.

Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed). The use of mathematics as an aid in the decision-making process will be emphasized.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

241, 242. Abstract Algebra I, II.

Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 221 or equivalent.

251, 252. Physics I, II.
Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 or 102 or equivalent. Three lecture-discussion periods and one laboratory period per week.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or 107 or equivalent.

327, 328. Advanced Analysis I, II.
Topology of R^n, limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 221 and 222 or equivalent.

431, 432. Geometry-Topology-Analysis I, II.
A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite: Mathematics 241, 242, 327 and 328 or equivalent. (Some of these courses may be taken as corequisites.)

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:
12 courses in French, including the tutorial. Freshman seminars, French 101, 102, 103, 104 and 191 are not considered part of the major. The following 9 courses are required of majors: French 205, 207 or 208 and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 209 before the senior year. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency.

Major Requirements in German:
10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:
10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

French

**001. Freshman Seminar:
Feminism and Existentialism.**
A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including "The Second Sex" and "The Blood of Others," an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

**003. Freshman Seminar:
Writers of the Negritude Movement.**
A course treating the origin and development of the Negritude movement in the Caribbean Islands, the United States and West Africa. An attempt will be made to show the series of chain-reactions that took place within predominantly Black inhabited areas around the world once the call to action was launched. Authors will range from Leon Damas and

Claude MacKay to Leopold S. Senghor and Langston Hughes. Given in English. Not considered part of the French major.

101, 102. Elementary French.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate French.
A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination.

111. Modern French Readings.
Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 104 or placement examination.

130. French Language and Culture.
The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor.

140. Paris: The Study of a City.
A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

191. The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

205. Grammar and Composition.
An intensive course in written French, emphasizing grammar and style. Translation from Englist texts and free composition. Prerequisite: French 104 or placement examination.

207. Conversation.
Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 104 or placement examination.

208. Conversation.
Class discussion based on selected writings, accompanied by oral and written reports,

may serve as introduction to advanced courses in French literature. Prerequisite: French 104 or placement examination.

209. French Phonetics.
The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 207. Prerequisite: French 104 or placement examination.

212. Prose I. Writers from 1500-1700.
A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoires, and works of moral persuasion. Prerequisite: French 207, 208, or placement examination.

213. Prose II. Writers from 1700-1850.
A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or placement examination.

214. Prose III. Writers from 1850-1950.
An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or placement examination.

215. Poetry I. Poetry from Villon to Baudelaire.
The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or placement examination.

216. Poetry II. Poetry from Baudelaire to Apollinaire.
Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or placement examination.

217. Theatre I.
Theatre from the Middle Ages to 1700.
The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Moliére. Prerequisite: French 207, 208, or placement examination.

218. Theatre II. Theatre from 1750-1950.
A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or placement examination.

219. French Civilization.
The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination.

221. Seminar: Explication de Texte.
A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examination.

222. Seminar: French Literary Criticism.
A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination.

245. The "Philosophes."
A study of the major works of Montesquieu, Voltaire, Diderot, and Rousseau, including their letters, novels, *contes*, and plays. The course aims

to clarify the "esprit philosophique" which characterizes the French Age of Enlightenment. Prerequisite: French 208 or placement examination.

248. Four French Poets.
The dramatic passage of French poetry from the nineteenth to the twentieth century, renewing itself in concept, vision, and performance, as revealed in selected works of Verlaine, Rimbaud, Eluard, and Apollinaire. Prerequisite: French 207 or placement examination.

254. Seminar: West African Literature.
A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in French. Prerequisite: French 208 or placement examination.

255. The Contemporary Novel.
Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 208 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101, 102. Elementary German.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate German.
A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination.

117. German Literature through Film and Recorded Performances.
Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/or recordings of dramatic performances. Some of the major works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination.

130. German Language and Culture.
The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor.

140. Intensive Conversation and Grammar Review.
A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor.

190. Dostoevsky and Kafka in Translation.
An introduction to the works of the two writers and a comparative analysis of major themes which are common to both. Major works of both writers will be read and discussed

with particular attention devoted to Dostoevsky's *Notes from the Underground*, and Kafka's *Metamorphosis.* The student will write a paper or an essay on one or more aspects of the works of Dostoevsky and Kafka which appear to invite comparative or individual interpretation.

205. Grammar and Composition.
An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken German. Devoted to developing acceptable pronunciation, increasing vocabulary, and improving fluency through discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.)

211, 212. Survey of German Literature.
An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination.

215. German Civilization.
The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination.

220. Seminar.
Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department.

245. The Classical Period.
An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.)

250. German Romanticism.
A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department.

255. Modern German Literature.
A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

003. Freshman Seminar: The Role of Women in Russian Society through Literature.
A comprehensive study of the role of women in Russian society through reading and analysis of the representative Russian literature. Works

such as *Anna Karenina* and *Resurrection* by Tolstoi, *The Three Sisters* by Chekhov, and others will be studied in the context of "a woman's place" in the Russian society of the day. Previous study of Russian not necessary.

101, 102. Elementary Russian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Russian.
A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination.

126. Russian Masterpieces in Translation.
Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement.

127. Dostoevsky in Translation.
A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov.* The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed.*

128. Solzhenitsyn in Translation.
A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich,* and including *The First Circle, Cancer Ward,* and *Gulag Archipelago.*

129. Tolstoi in Translation.
A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina.* Some of Tolstoi's philosophical and religious works will also be read and analyzed.

190. Dostoevsky and Kafka in Translation.
(See course description under German 190.)

205. Grammar and Composition.
An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination.

207. Conversation.
An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination.

211, 212. Survey of Russian Literature.
An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko--fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination.

501, 500, 502. Independent Study.

Spanish

101, 102. Elementary Spanish.
The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week.

103, 104. Intermediate Spanish.
A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination.

130. Spanish in Mexico.
The program entails travel to Colima, Mexico, where the students will study the Spanish lan-

guage and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda el Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

205. Grammar and Composition.
An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination.

219. Literature of Central America.
An introduction to the literature of Central America of the twentieth century. Prerequisite: Spanish 212 or placement examination.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Department Offerings.

101, 102. Elementary Italian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Italian.
A continuation and review of grammar, along with readings in aspects of Italian civilization and representative literary texts, with practice in spoken and written Italian. Prerequisite: Italian 102 or placement examination.

Music

Major Requirements:
14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 37, Applied Music fee.)

Materials of Music

101. Materials of Music I.
A study of scales, intervals, triadic structures in progression and phrase organization correlated with development of aural, keyboard and writing skills.

102. Materials of Music II.
Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.
Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth century. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 102 or equivalent.

204. Materials of Music IV.
Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

305, 306. Counterpoint.
Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term.

History and Literature of Music

103. Seminar in General Music.
General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods.

110. Problems in the Performance of Twentieth Century Music.
Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Emphasis on more progressive tendencies, their philosophic orientation and unique production problems (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. Contrast with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music.

111. Music through the Renaissance.
Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance.

112. Music in the Americas.
The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.
A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.
An examination of opera as a combined art form beginning with its origin in Italy and including significant contribution of the lyric theatre in Europe and America.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music.
A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American.

120. Basic Harpsichord Techniques.
Development of the basic techniques requisite to musical performance on the harpsichord. Attention will be given to the practical aspects of tuning and servicing the instrument as well as to the acquisition of the special technical and musical equipment necessary for the realization of the most accessible repertoire. Both group and individual study will be involved. Prerequisite: Permission of the instructor.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

124. Music Journalism.
A study of writing about music and its performance from the reportorial point of view. A consideration of the qualifications of the music writer and of the criteria of reportage. Included will be readings in the history and aesthetics of music and analysis of selected criticism. Class projects will involve attendance at concerts in Pittsburgh and will aim at the development of writing skills.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of

the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.
Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.
Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:
10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Philosophy

100. Introduction to Critical Thinking.
The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logica order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

111. Introduction to Philosophy: Logical Problems.
The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief.

113. Introduction to Philosophy: Philosophical Issues I.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic I.

An introductory study of classical and modern logic.

120. Logic II.

A introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Advanced Introduction to Philosophy: Problems in Knowing and Being.

May be taken as either a second course in philosophy or as a first course by sophomores, juniors and seniors. Lectures, readings, and discussions will explore problems of knowing and being as treated by Plato, Aristotle, St. Augustine, Hobbes, Immanuel Kant, William James, and Martin Heidegger.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

An exploration beginning with Dante of Medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology, the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the origins and developments of Existentialism and Marxism as seen through selected writings of Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Freud.

230. Law and Morality.

The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue.

232. Contemporary Ethical Theory.
The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

251. Philosophy of Art.
Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment.

254. Philosophy of Religion.
A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.
A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.
An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.
An examination of the most influential attempts to understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such as John Dewey and Richard Hare. The relation of ethical ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.
The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy.

274. Seminar in Susanne Langer.
Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

276. Seminar in William James.
The seminar will begin with readings and discussions which focus primarily on pragmatism and radical empiricism in order to understand the general character of the view of existence which James developed. Subsequently the emphasis will be on his moral and religious philosophy and will examine such concepts as the will to believe, conversion, saintliness, the sick soul, the existence of God, and mysticism as treated by James.

283. Asian Philosophy.
Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

302. Seminar: Immanuel Kant.
An intensive examination of certain parts of *The Critique of Pure Reason.* Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.
An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

151. The Comparative Study of Religion.
A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.
An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.
An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or in New Testament or major in department or permission of instructor.

184. The Development of the Black Church.
The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. (See also Black Studies.)

202. Modern and Contemporary Religious Thought.
An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the modern critique of religion, and the relationship between faith and history.

Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

232. Religion and Morality.
A study of the interaction between religion and morality focusing on contemporary concerns and problems. Attention will be given to understandings of the self, the nature of values, the question of ethical objectivity and decision making and to selected issues in personal and social ethics.

501, 500, 502. Independent Study.

Physical Education

192. Child Learning Through Movement Performance.
A course designed to analyze and experience movement as it relates sequentially from children to adults. Course materials will consist of theories of development, perceptual motor learning, tension control techniques, teaching methods, and psychosocial aspects of play.

290. Movement Components in the Open Classroom.
Will provide a mechanism for student observation, interaction, and teaching in local schools. Movement components will include activities such as ball handling, parachutes, and locomotor skills. Prerequisite: Physical Education 192 and permission of instructor.

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.
Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

115. Golf.
Knowledge of golf techniques and skills; strategy of the game. ½ course.

117. Racket Techniques—Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

121. Self-Defense.
Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course.

151. Swimming—Aquatic Skills.
Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving—American Red Cross.
Skills lead to safety in, on and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor— American Red Cross.
Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.
Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course.

254. Gymnastics.
Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.
For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.
For intermediates. Intermediate technique, improvisation and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

146. Dance in Society.
Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society?

147. Women in Dance.
History and current status of women in dance as dancers, choreographers, teachers, therapists, film-makers, and notators. Problems of women in dance.

150. Folk Dancing and its History.
History of western European folk and court dances with special emphasis on the roots of the American Appalachian heritage. Appalachian square and circle dances, New England contra dances, English country dances, and nineteenth century ballroom dances will be included. The relationship of folk dancing to religious ritual, folk lore, folk music, and folk culture will be considered.

501, 500, 502. Independent Study.
½, 1 course.

Political Science

Major Requirements:
11 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

001. Freshman Seminar: The Middle East.
This seminar will be devoted to a study of the Middle East as a critical problem in international politics. The course will examine the roots of the problem—Zionism, the creation of Israel, the issue of a Palestinian homeland—and consider current political trends in the region. The last part of the course will consist of a simulation of a Middle East "crisis" and of the attempt to suggest solutions to the area's dilemmas.

101. American Political Processes.
This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies,

and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.
An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.
A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

105. Introduction to Political Thought.
An introductory exploration of the fundamental normative questions of politics. It will examine the various methods of political thought and especially the range of solutions to the problems of authority, obedience, freedom, equality and justice in such theorists as Hobbes, Locke, Rousseau, Burke, and Marx.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class.

130. The Metropolis in Crisis.
An examination of the political crisis facing metropolitan regions of the U.S. in the 1970s and beyond. We will first examine the present political, social, and economic structures in our urban areas, then look at the problems posed by the current situation, and finally analyze various proposed solutions.

201. The American Judicial Process.
This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

202. Civil Liberties.
An exploration of the evolving meaning and scope of individual rights which are protected by the U.S. Constitution. This will be done through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 and sophomore standing, or permission of the instructor.

207. Western Political Thought I.
A critical examination of the chief political philosophers from Plato to Machiavelli. Included will be a survey of the origins of political thought in Greek philosophy, the new dimensions of community in Stoic and Roman thought, and Machiavelli and the new study of politics.

208. Western Political Thought II.
A survey and analysis of major American and European political thinkers from Hobbes to the present. The development of liberal thought is given special emphasis.

211. Methods of Political Research.
An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and con-

tent analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in Political Science or Sociology-Anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.
An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

216. Urban Politics.
An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: one 100-level course in political science or permission of the instructor.

220. Group Study in Law: Field Placement.
Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

222. Latin American Politics.
A comparative analysis of Latin American political heritage, political processes and contemporary public policy issues. The last half of the course will be an examination of selected Latin American countries with an emphasis on problems of social, economic and political change. Prerequisite: one 100-level course in political science or sociology-anthropology.

225. United States Foreign Policy.
A survey of the factors and forces entering into the formation and implementation of American foreign and military policy, with special emphasis on the impact of the policy-making process on eventual policy decisions. Prerequisite: one 100-level course in political science.

228. Public Administration.
An examination of policy implementation in the U.S. at national, state and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.
This course involves an examination of the dynamics of opinion formation and techniques of political persuasion in contemporary society. Of particular interest will be the role of the mass media, advertising, and public opinion polls in influencing people's perceptions and behavior. Prerequisite: one 100-level course in political science or sociology-anthropology; Political Science 108 is recommended.

232. Comparative Political Parties.
This course will be devoted to a study of political parties as institutions and as forms of political participation. The major emphasis will be a comparative analysis of political parties in

the U.S. and Western Europe. Some attention will be given to the special roles of political parties in developing and non-democratic societies. Prerequisite: one 100-level course in political science.

238. Congress and the Presidency.
A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor.

281. Black Politics: Strategies and Tactics.
This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

315. Women and Politics.
The seminar will involve a critical analysis of empirical research on the following topics: political socialization of women in the U.S.; factors which influence the political participation of women; characteristics of politically active women; and the political roles of women in the U.S. Prerequisite: Political Science 108.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:
12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and 302 must be completed in the junior year; one course unit of 503, 504, or 505, may be substituted for 302. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

001. Freshman Seminar: Aggression.
A study of aggression as it appears in various forms in humans and other animals. Aggression will be approached from various perspectives: biological, psychological, sociological and

political. In addition to lectures and discussion, the course will require some laboratory work.

101. General Psychology.
An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion weekly.

102. Advanced General Psychology.
Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.
Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.
Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent.

***183. Black Psychology.**
A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

211. Research Design.
An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109-110 or equivalent.

221. Learning: Basic Processes. (Group A.)
Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

221A. *Laboratory.*
Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A.)
Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. *Laboratory.*
Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)
Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

**183 cannot be used to satisfy major requirements.*

223A. *Laboratory.*
Experiments and demonstrations of the major perceptual phenomena will be performed by the students.

224. Motivation. (Group A.)
Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. *Laboratory.*
Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology. (Group B.)
Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101.

231A. *Laboratory.*
Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)
Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. *Laboratory.*
Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)
Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. *Laboratory.*
Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Nonmajors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology. (Group C.)
Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. *Laboratory.*
Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)
Lecture. An examination of the basic principles of animal behavior with emphasis on social behavior, social organizations, and communication.

242A. *Laboratory.*
Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments.

251. Tests and Measurements.
A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)
An overview of psychological development from birth through adolescence.

253. Critical Problems in Developmental Psychology.
An advanced laboratory-seminar. Experimental research projects on special topics in developmental psychology. Prerequisite: Psychology 252.

302. Seminar.
Course varies from year to year, emphasiz-

ing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department.

350. History of Psychology.
Main trends in the history of the science as revealed in the development of major research problems.

352. Special Topics.
Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.
Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. Psychology majors may substitute this course for Seminar (302); it is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Major Requirements:
11 course units, including the tutorial. Students majoring in sociology-anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 207, one of the following: Mathematics 110, Psychology 109, or Political Science 212; and the tutorial. Majors are required to take two electives in the department and any two courses in theory (Sociology-Anthropology 215, 216; Political Science 207, 208; Economics 321; Philosophy 225, 226.)

The department's purpose is to expand, deepen, and demystify the student's comprehension of social science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time.

The following interests are represented among the members of the department: deviance and criminology, women's studies, stratification, social psychology, industrial organization, revolution, analysis of symbolic processes, economic development, anthropological theory and history of theory, Marxian sociology and anthropology, development and underdevelopment, political, economic, and urban anthropology, and Asian socio-cultural formations.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in social science. Students in sociology-anthropology are strongly urged to acquire as broad as possible a background in social science and are encouraged to take courses in the areas of political science, history, psychology, and economics.

002. Freshman Seminar: Race Relations in the United States.
The course will examine current controversies in the area of race relations; especially the impact

of court decisions such as the overthrow of the "separate but equal" doctrine. The analysis of prejudice and discrimination will take place on a number of levels: personal, institutional, societal.

101. Introduction to Sociology.
The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character, and value-preferences.

103. Early Persons and Culture.
Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.
Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

112. Peoples and Cultures of the World.
A survey of populations or "races" of the world for non-majors and majors; question of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

114. Personality and Social Structure.
The question of the effect of social structure upon personality formation will be explored. This will be done through an examination of various theories concerning the relationship between cultural values and the structure of social institutions. The emphasis will be on socialization processes.

120. Sociology of Sex Roles.
This course will attempt to apply basic sociological concepts to information about women from a variety of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," "differential socialization of men and women," and "role complementarity vs. role incongruity."

122. Organizations in Modern Society.
Case studies of the types of organizations characteristic of Western industrial society. Each student will select an organizational area in which to focus her reading. The specific areas will include: educational, governmental, military, health, correctional, and religious. Special attention to the problems of bureaucracy and of total institutions in modern society. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

124. Social Movements.
An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

126. Inequality in the United States.
A review of theories to account for institutionalized inequalities in American society. Emphasis will be placed on the consequences and evidence of stratification. The interaction of class and race memberships will be studied with particular attention to the situation of black people in the United States.

127. Anthropology of the Afro-American.
Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa. (See also Black Studies.)

130. Sociology of Communication.

This course is a review of the communication systems employed in human societies. Analysis is made of (1) the universal features of such systems, including their verbal and nonverbal components, their role in the organization and transmission of culture, and (2) the historically and situationally variable aspects of such systems with special attention to the consequences of literacy, class variation in language use, and the linguistic basis of cultural polarization.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104.

148. Marriage and the Family Revisited.

A reappraisal of previous research and exploration of new research on marriage and family with special attention to the interaction of structure and myth and its consequent dysfunction for individuals.

152. Seminar: Toward an Anthropology of Women.

The seminar will deal primarily with economic, social, and ritual identities and functions of women in a wide variety of socio-cultural formations, ranging from those based on collecting and hunting through diverse levels of "primitive," "classical," and modern societal complexity. The focus of the course will be on the two-way relation of feminist critiques and traditional anthropological approaches in relation to the descriptive-analytic data base of ethnographic studies, which will be emphasized as the primary materials. Prerequisites: Sociology-Anthropology 101, 103 or 104 or permission of the instructor.

183. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

207. Methods of Social Research.

A survey of basic techniques for the acquisition of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, and methods of data collection will be discussed. Design of a research proposal will be one of the requirements of the course. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

212. Social Problems and Issues.

Socio-cultural perspectives on environment, ethnicity, racism, poverty, schooling and violence. Prerequisite: An introductory course in the social/behavioral sciences or permission of the instructor.

215. Classical Sociological Theory.

The focus of this course is on the work of four major social theorists—Karl Marx, Max Weber, Emile Durkheim, and Sigmund Freud—who helped to lay the conceptual foundations of contemporary social science. Their ideas are analyzed in the context of the political and cultural impact of the Industrial and French Revolutions upon 19th and early 20th century western civilization, and in terms of their conception of (a) the basis of social order (b) the nature of human history (c) the major dilemmas facing modern life (d) the properties of a science of human social behavior.

216. Contemporary Sociological Theory.

This course will examine the major theoretical positions in contemporary sociology; to assess the strengths and weaknesses of each position; and, in particular, to evaluate them in terms of the light they shed or fail to shed upon the understanding of human symbolic and cognitive processes, the biological and animal dimension of human life, and the possibility of a science of human social life. The positions to be examined include symbolic interactionism, Marxian critical theory, exchange and conflict theory, ethology, and functionalism.

228. Deviance and Social Control.
The main topics will be the various theories which have attempted to explain why people break the norms of a social system and to explain the societal reaction to this breaking of the norms. This course will be run as a seminar. Each student will be assigned a book, articles, etc., on the basis of which she will make an oral presentation. Prerequisite: Sociology-Anthropology 101 or permission of the instructor.

229, 230. Group Independent Study in Probation and Parole.
Students will be asked to make a two-term commitment to work in the probation and parole program of Allegheny County. This work experience (4-6 hours per week) will be combined with classroom instruction on probation and parole. Among the topics to be covered are the following: history of probation and parole; theoretical grounding of probation and parole; its development in Pennsylvania; the relationship of the courts and their control over sentencing; explanation of the present system of probation and parole; the role of the parole agent; and the client and the community. Extensive use will be made of outside speakers from correctional institutions in the area and others interested in this topic. Prerequisite: Permission of the instructor. Sociology-Anthropology 228 is suggested as helpful background for the course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Program Areas

(See also Departmental Areas)

Administration and Management

The Administration and Management Program intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

Eighteen courses including one internship and the tutorial. Fourteen of the requirements are core courses; four are from one of the corollary tracks. Note: A student is required to take only three of these four courses: Administration and Management 232, Mathematics 107, 108, Philosophy 119. The three courses selected must be approved by the Program director.

Adjunct Program:

A student may combine another major with Administration and Management by taking the 9 core courses designated by the asterisk. The Problem Solving Seminar (Administration and Management 401) is one of the required courses, but it does not serve as part of the tutorial. The tutorial will be in the student's major area and related to management.

Core Courses:

English 104. Expository Writing II.

At least one term of college-level natural science, especially:

Chemistry 102. Contemporary Topics in Chemistry, or **Biology 227. Biological Effects of Water Pollution.**

History 138 or 139. Role and Status of Women in Historical Perspective, or **Sociology 120. American Women from a Sociological Point of View,** or **Philosophy 228. Philosophical Problems in Feminism.**

***Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.**

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

***Philosophy 119. Logic I.**

***Economics 102. Microeconomics.**

Mathematics 107, 108. Calculus, Models and Decisions I, II.

***Administration and Management 201. Experiencing Organizations.**

This course applies the behavioral sciences to

**Denotes core courses required for the Adjunct Program.*

each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

***Administration and Management 202. Managing Organizations.**

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control and accountability to the success of the manager. Prerequisite: Administration and Management 201.

***Administration and Management 222, 223. Financial Analysis and Managerial Accounting I, II.**

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques.

***Administration and Management 232. Computer Methods in Management Science.**

This course is designed to give a fundamental understanding of how the computer can be used as an effective tool in implementing the quantitative methods used in solving organizational management problems. The course includes a survey of digital computers and information processing systems and examines their impact on organizations. Flowcharting techniques and computer programming (using the BASIC programming language) are presented and are applied to a number of decision-oriented and information-processing problems. Typical quantitative methods to be presented are cost, volume and profit analysis; inventory, production and forecasting models; and network scheduling. In the area of information processing, methods of file organization and techniques of data storage and retrieval are presented.

The student is expected to become proficient enough in BASIC to design and implement working computer programs. Those students who have no previous computer experience will be expected to attend additional workshop sessions for the first two weeks. It is strongly recommended that the student have Mathematics 107 as a prerequisite.

***Administration and Management 302. Values in Contemporary Organizations.**

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues encountered in the interface between the organization and society. The students will analyze the elements of the value issues, formulate solutions and critically consider the consequences of the proposed solutions.

**Denotes core courses required for the Adjunct Program.*

Format of the course will be the seminar. Readings from major interdisciplinary and social sciences writers will include articles and books about multinational corporations, law and organizations, politics and organizations and the effects of historical development on organizations. Prerequisites: Administration and Management 201 and 202.

***Administration and Management 304. Non-Profit and Volunteer Systems.**

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

***Administration and Management 401. Problem Solving Seminar.**

For administration and management majors this course serves as the first term of the tutorial; for students in the Adjunct Program this course does *not* serve as part of the tutorial.

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organization and issue.

Case studies, simulation, and games will be used in addition to lecture and discussion in order to assure integration of their knowledge.

Prerequisites: Administration and Management 101, 201, 202, 232.

Administration and Management 601. Tutorial (one term)

***Law, Ethics and Society (projected course)**

Corollary Courses:

A student who elects the management program as a multidisciplinary major will complete four course units in a corollary track. One of these course units will be Administration and Management 601, the second will be a field experience or internship, and two others will be from those listed. The offerings listed in each area are not exclusive possibilities. Students will be able to propose other new or existing courses as substitutes. A student with a particular interest in an area not listed can develop a track of her own with faculty guidance.

Internships and field experiences are required, ordinarily in the junior year. These requirements precede the Problem Solving Seminar, in which the student may gain perspective on the relationship of abstract principles to real problems. Students in field placement will be active participants and will be expected to produce a report or series of reports on their work.

Internships and field experiences are voluntary at the freshman and sophomore levels. Students will be encouraged to engage in an internship on a voluntary basis for credit. These internships will usually be coordinated on a group basis.

Government and Public Service:

Economics 101. Macroeconomics.

**Denotes core courses required for the Adjunct Program.*

Economics 214. Public Finance.

Political Science 101. American Political Processes.

Political Science 201. The American Judicial Process.

Political Science 228. Public Administration.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Banking and Finance:

Economics 101. Macroeconomics.

Economics 113. Money and Banking.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Business and Industry:

Economics 101. Macroeconomics.

Economics 218. Labor Economics.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Cultural and Educational Institutions:

Administration and Management 304. Non-Profit and Volunteer Systems.

Communication 101. Introduction to Communication.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Human Services:

Administration and Management 304: Non-Profit and Volunteer Systems.

Political Science 101. American Political Processes.

Sociology 101. Introduction to Sociology.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Black Studies

Economics 282. Black Community Economic Development.
This course deals with a definition of the character of the Black community as it relates to the American economic and political system. From readings, lectures, and class discussions, the students and the instructor will attempt to decide the issue of whether or not a separate Black economy actually exists. Major emphasis will be placed on the historical aspects of Black business development.

Education 322. Teaching in an Urban Setting.
Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.
An analysis of works, significant in historical or literary terms, by major Black writers of the

19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay.

History 185. Afro-American History I.
An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and antebellum periods.

History 186. Afro-American History II.
An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement.

Political Science 281. Black Politics: Strategies and Tactics.
This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention.

Psychology 183. Black Psychology.
A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 184. The Development of the Black Church.
The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music.

Sociology-Anthropology 183. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 127. Anthropology of the Afro-American.
Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa.

Communication

The Communication Program seeks to do the following: provide students with a background in the concepts considered essential to all communication activities; provide opportunities for students to learn the potential and the limitations of specific communication systems; help students develop an understanding of issues and topics in communications from the perspective of other disciplines; assist students in obtaining practical experience through field work; provide background and training that will enable students to pursue careers in communication. The substance and the methods of the program emphasize critical judgment rather than vocational training, liberal intelligence rather than technical specialization. Because the possible professional opportunities are so many and so varied, the program stresses the fundamental learning which should enable a graduate to enter any of many areas in the field.

Major Requirements:

Sixteen courses, including Communication 101, 102, 195, and 301, English 103, five corollary courses, one internship, and the tutorial. Students are also required to demonstrate a proficiency in a foreign language by passing a language examination or by completing the intermediate level of a language. Students must also include courses from all divisions in their total programs.

Adjunct Program:

Students who wish to combine an interest in the program with a major in another field shall take at least eight communication courses, including 101 and 102. The tutorial will be in the student's major area and relating to communication.

Core Courses:

Communication 101. Introduction to Communication.

An introductory course designed to acquaint students with the nature of human communication in its individual, organizational, and societal dimensions. Emphasis on the contexts of communication: interpersonal, small group, mediated public, and cross-cultural.

Communication 102. Communications and the Media.

A study of the origins, the historical growth, and the philosophical roots of the communication media, with emphasis on the functions and influence of the mass media in modern society. Evaluation of broadcasting, films, and the press by guest experts. Prerequisite: 101 or permission of the instructor.

English 103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

Communication 192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and development of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

Communication 193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

Communication 195. Audio-Visual Methods.

An examination of current developments, trends, and issues in commercial and instructional audio-visual methodology. This course also gives students practice in operating basic audio-visual equipment. Special research projects are selected by the class and the instructor.

Communication 201. Communication Systems and Theories.

A study of contemporary communication systems and theories, drawing from research in philosophy, literary and dramatic criticism, psychology, and linguistics. Among those whose theories will be discussed: Kenneth Burke, Chaim Perelman, I. A. Richards, Richard Weaver, R. M. Hare, Marshall McLuhan, Noam Chomsky, Charles Stevenson, A. J. Ayer, etc.

Communication 203. Creative Editing and Writing.

Designed for students who have completed Expository Writing II, this course gives additional practice in non-fiction writing and editing. Emphasis is on writing news stories, feature articles, public affairs materials, factual reports. Students will be expected to participate in the writing, designing, and editing of *The Matrix*, the Chatham College newspaper, and *The Minor Bird*, the college literary magazine.

Communication 204. Organizational Communication.

Preparation and presentation of types of speeches and reports appropriate to profit and non-profit organizations, with emphasis upon the theory, techniques, practices, goals, and the social environment in which such communication exists.

Communication 234. Special Topics in Communication.

Intensive study—research on selected topics in mass communication: Topics vary each year. May be repeated once for credit with approval of the program director. Sample topics: The Media in the Twentieth Century, The Press and the Constitution, Communication Law and Media Operations.

Communication 250. Group Study in Communication: Internships.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group, contending with certain questions or aims. Prerequisites: Communication 101, English 103, and permission of the instructor.

Communication 255. Internship in Communication.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Each student will keep a journal and submit a final paper. Prerequisites: Communication 250, 193, and permission of the instructor.

Communication 292. Photography Workshop.

Individual projects in photography, contracted with the Director of Media Resources, including such as photography as an art form, news photography, photographic exposition, etc. Prerequisite: Communication 192 or a portfolio approved by the instructor.

Communication 301. Symposium in Communication.

A gathering of instructors, students, and visitors from the media to discuss a major contemporary problem in communication. The symposium will consist of a series of papers, lectures, or other presentations by members of the Chatham faculty, supplemented with work by students in the program and visitors from the field. Prerequisite: 101, 102, and either 193 or 195.

Communication 353. Seminar in Graphic Communication.

Advanced training in design, graphics, and illustration. Lectures and critiques by guest speakers of student design projects for the various media. A modest degree of specialization is possible. This course is for students who have had Communication 193 and Art 101, 102, or their equivalent.

Communication 603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the College; the list changes from year to year, as departmental offerings change. Courses are included in this list on the basis of 1) the relationship of the study of modes of communication, 2) the relationship of the course to the study of the social impact of communication, and 3) the relationship of the course to practical concerns of the program.

Art 101, 102. Basic Drawing and Design.

Chemistry 102. Contemporary Topics in Chemistry.

Drama 192. Speaking to Inform and Persuade.

English 141. Linguistics: An Approach to Language.

Mathematics 110. Elementary Statistics.

Philosophy 119, 120. Logic I & II.

Political Science 229. Public Opinion and Propaganda.

Psychology 231. Social Psychology.

Sociology-Anthropology 112. Peoples and Cultures of the World.

Sociology-Anthropology 130. Sociology of Communication.

Computer Courses

Computer Course 100. Introduction to Computer Science.

A basic course designed to develop a fundamental understanding of how computers work and how information processing systems are applied in contemporary society. The influence of the computer on modern society and technology will be explored. Fundamental computer programming techniques will be presented; on-line computer systems using the BASIC programming language will be utilized. Each student will be expected to develop some proficiency in programming and to complete a project in her field of interest. No background in science or mathematics will be assumed.

Computer Course 101. Introduction to Computer Programming.

A service course designed to provide those students not otherwise exposed to computer programming with a fundamental understanding of how a computer works and how it can be used as a valuable tool in any discipline. The student will learn to communicate with the computer using the BASIC programming language and will flowchart and program simple problems which relate to her own discipline. Not open to students who have taken Administration and Management 232 or Introduction to Computer Science 100. ½ course.

Computer Course 302. Computer Methods in Natural and Social Sciences.

A service course for students in biology, chemistry, economics, mathematics, political science, psychology and sociology-anthropology which offers a user-oriented presentation of common methods for solution of numerical problems fundamental to scientific computer applications. Topics included are flowcharts, implementation of algorithms, simulations, elementary numerical methods and heuristics. Emphasis is on the logical analysis of a problem and the formulation of a computer program (in BASIC) leading to an efficient solution. Laboratory problems will be chosen which relate to the various disciplines of the students. Not open to students who have taken Administration and Management 232. Prerequisite: Computer Course 100, 101 (or equivalent).

Course descriptions appear under departmental offerings.

Urban Studies*

Administration and Management 101. The Modern Corporation.

Economics 102. The American Economic System: Microeconomics.

Economics 212. Seminar: Microeconomics.

Economics 214. Public Finance.

Economics 218. Labor Economics.

Economics 282. Black Community Economic Development.

Education 322. Teaching in an Urban Setting.

History 151. Introduction to American History.

History 257. The Roots of Modern America, 1877-1932.

History 258. Modern America, 1933-Present.

French 140. Paris: The Study of a City.

Political Science 130. The Metropolis in Crisis.

Political Science 201. The American Judicial Process.

Political Science 216. Urban Politics.

Political Science 228. Public Administration.

Political Science 281. Black Politics: Strategies and Tactics.

Sociology-Anthropology 103. Early Persons and Culture.

Sociology-Anthropology 122. Organizations in Modern Society.

Sociology-Anthropology 126. Inequality in the U.S.

Sociology-Anthropology 228. Deviance and Social Control.

Women's Studies*

Biology 120. Human Sexuality.

Drama 108. American Drama.

History 138, 139. The Role and Status of Women in Historical Perspective.

French 001. Freshman Seminar: Feminism and Existentialism.

Philosophy 274. Seminar in Susanne Langer.

Physical Education 147. Women in Dance.

Political Science 315. Women and Politics.

Russian 003. Freshman Seminar: The Role of Women in Russian Society, Through Literature.

Sociology-Anthropology 120. Sociology of Sex Roles.

Sociology-Anthropology 145. Urban Anthropology.

Sociology-Anthropology 148. Marriage and the Family Revisited.

Sociology-Anthropology 152. Seminar: Toward an Anthropology of Women.

Sociology-Anthropology 183. Black Women in American Society.

**Course descriptions appear under departmental offerings.*

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B.A., College of Steubenville; M.A., Fairfield University; Ed.D., Indiana University.

Joanne E. Fiedler, *Psychology*
B.A., Chatham College.

Susan Harland, *English*
B.A., Chatham College; M.A., University of Pittsburgh.

Gunther Heilbrunn, *History*
B.A., M.A., University of Chicago; Ph.D., University of Texas.

Nancy Grayson Holmes,
B.A., University of North Carolina; M.A., University of North Tennessee.

Denise Huot, *Drama*
B.F.A., Carnegie-Mellon University; London Academy of Music and Fine Arts.

Susan Jacobelli, *Drama*
B.A., Seton Hill College; M.A., University of Pittsburgh.

Dan Kamin, *Drama*
B.F.A., Carnegie-Mellon University.

Janice King, *Computer Science*
B.A., Chatham College; M.S., Carnegie-Mellon University.

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B.A., Tougaloo College; M.A., Purdue University.

Donald L. Marbury, *Communication*
B.A., University of Pittsburgh.

Emma Masley, *Art*
B.F.A., Carnegie-Mellon University.

Paulette Pennington, *Black Affairs*
B.A., M.A.T., University of Illinois.

Marie-Odile Postic, *French*
Université de Caeen.

Bernice M. Rosen, *Dance*
B.A., Brooklyn College; M.A., New York University.

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B.A., Dickinson College; M.A., Carnegie-Mellon University.

Marie Torre, *Communication*

Margarita Winikoff, *Spanish*
B.S., University of San Carlos.

Divisional Chairmen

Norman W. Chmura, Science
Arthur G. Smith, Social Relationships
John W. Cummins, Humanities

Departmental Chairmen

Art,
Biology, Conrad M. Hess
Chemistry, W. Dale Richey
Drama, Jerome S. Wenneker
Economics, Nancy L. Baggott (acting chairman)
Education, John D. Stanier (acting chairman)
English, Donald G. Adam
History, Arthur G. Smith
Mathematics, William A. Beck
Modern Languages, Orlando Jardini
Music, Russell G. Wichmann
Philosophy and Religion, Willard E. Arnett
Physical Education, Patience T. Blayden
Political Science, Erika G. King
Psychology, James C. Diggory
Sociology-Anthropology, Geoffrey H. Guest

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I'd like to know more about Chatham College

Name ______________________________ Phone (________) ______________
(please print) area code

Street ______________________________

City ______________________________ State ____________ Zip ________

High School ______________________________ Year of Graduation ________

Approximate class standing: Upper 10% ____________ 20% ____________ 50% ____________

List field(s) of interest (e.g., chemistry, English, pre-med, etc.) ______________________________

Please send:

☐ Application for admission
☐ Financial aid information
☐ Application for financial aid

☐ Early decision admission information
☐ Early entrance admission information
☐ Transfer admission information

☐ More information about the College

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CHATHAM COLLEGE BULLETIN 1977-1978

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Pittsburgh, Pennsylvania 15232
(412) 441-8200

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The College admits students without discrimination as to race, handicap, color, national or ethnic origin.

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Academic Calendar for 1977-1978

Fall Term: September 12 — December 20

New students arrive	Tuesday, September 6
Freshman testing, advising	Wednesday, September 7
Opening Faculty Meeting, 3:30 p.m.	
Upperclass students arrive	Saturday, September 10
Classes begin	Monday, September 12
New students register	Tuesday, September 20
Fall vacation	Friday, October 21 thru Sunday, October 23
Advising Week	Monday, November 14 thru Friday, November 18
Last day of classes before Thanksgiving	Wednesday, November 23
Thanksgiving	Thursday, November 24 thru Sunday, November 27
Spring term and Interim registration	Thursday, December 1
Last class of Fall term	Wednesday, December 14
Final examinations	Friday, December 16 thru Tuesday, December 20
Winter vacation	Wednesday, December 21 thru Sunday, January 8

Interim: January 9 — February 8

Interim period	Monday, January 9 thru Friday, February 3
Interim break	Saturday, February 4 thru Wednesday, February 8

Spring Term: February 9 — May 26

Spring term begins	Thursday, February 9
Spring vacation	Saturday, March 25 thru Sunday, April 2
Advising Week	Monday, April 17 thru Friday, April 21
Fall term registration	Tuesday, May 2
Last class of Spring term	Wednesday, May 17
Final examinations	Friday, May 19 thru Wednesday, May 24
Commencement	Friday, May 26

Chatham and a woman's future

Chatham College is dedicated to just one cause—the success of women. The College's entire purpose is to prepare women to take whatever place they choose in the world. And in the world today, for an educated woman, that place can be anywhere.

Chatham believes

- that the challenges and opportunities for women today are greater than ever before;
- that women are eager to meet the challenges, and to use the opportunities to work toward positions of leadership in society;
- that women students are ready to demand much from themselves and their education;
- that women are best prepared for positions of responsibility through programs of liberal education which stress intellectual and personal development;
- that the education of women must include increasing responsibility: the freedom to make choices, and the power to bring those choices to reality.

Chatham offers the student the whole range of the liberal arts from which to choose. And she is not bound by traditional curricular restrictions. With the help of her adviser, she can determine her particular interests and pursue them in her own way. She sets her goals, and chooses the means to reach them. The responsibility is great, but so are the rewards.

Whatever career decision a Chatham student makes, she should be prepared to carry it out successfully. She will have the education, the discipline gained by intensive training in the liberal arts. And she will know what to expect from the real world—because she has lived there.

Chatham opens directly onto the world. The College is a small, parklike community in the midst of a major city, with its industry and huge multi-national companies. Taking advantage of its location, Chatham offers exciting special programs including field placements, career internships, and independent study. Such programs give a Chatham woman an advantage shared by few college students: actual work experience. Skilled, disciplined, experienced women are now much sought after. Chatham women are known to have these qualifications.

Chatham believes in women, their success, and their future. And we think that the best preparation for a woman's future comes only at a college like Chatham.

The Chatham curriculum

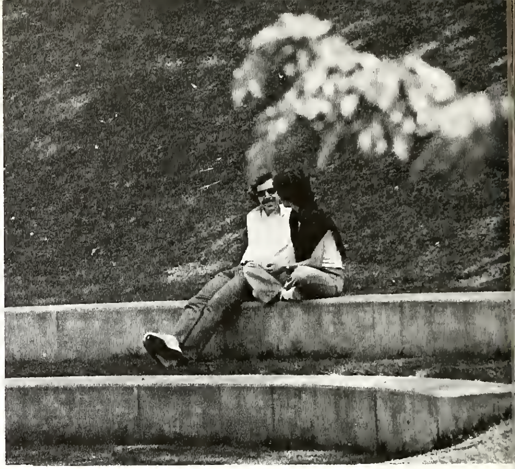
Each Chatham woman is an individual. She has her own special abilities, interests and desires. So at Chatham, each woman has her own educational program. She is free to design a curriculum that suits her needs, drawing from a wide range of courses and special programs.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. A student can pursue her chosen field in any one of a number of ways: through a traditional major, or an interdepartmental or multidisciplinary major of her own design. Taken together, Chatham's programs are unique:

- Freshman Seminars—study of selected special topics and problems, each limited to no more than 16 freshmen.
- Senior Tutorial—an intensive, two-semester research or creative project under the individual guidance of a faculty member.
- Pre-professional Programs—preparation for a career in law, medicine, education, business, the health professions, engineering, and fields related to the academic disciplines.
- The Program in Administration and Management—a multidisciplinary sequence designed to prepare women for careers in business, government, and social agencies.
- The Program in Communication—a multidisciplinary, multimedia study of the theory and practice of human communication; the foundation for a career in the communication arts and sciences.

- The Interim—an in-depth exploration of a single project—in a formal course or independent study—either on-campus or off, for an entire month between the fall and spring terms.
- Independent Study—in any discipline; extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.
- Career Internships and Field Placement—serious, full-time work or field experience with many of Pittsburgh's corporations, governmental or private agencies.
- Cross-registration Privileges—at any of the nine colleges and universities in the Pittsburgh area.

The student has more than a wide range of choices. She also has the careful guidance of teachers and advisers. And she has her own growing maturity to rely on. All combine to ensure that the program she decides upon will be the right one for her.



The place and the people

The Chatham community

Chatham College is 65 teachers and 600 students living and working closely together. They share an impressive array of experiences and special feelings of both community and individuality. Chatham gives each student the time and attention she needs to help her reach her own goals.

Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers. All of them are personally committed to the education of women and to Chatham.

Chatham's students come from all parts of the country and many countries of the world. They represent all kinds of cultural, geographic, social, racial, religious, and economic backgrounds. But they share an enthusiasm for learning and the capacity to assume responsibility for their own lives and educations.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the dormitories, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the dormitories, visiting hours are determined by each residence hall section. Adult head-residents, usually couples, live in every dormitory. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in College activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have helped to plan the new library and student-faculty center, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone*, the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the handsome new theatre or in the experimental Play Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

The all-student Recreation Association offers such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, and fencing on the campus. Students may play golf or ride in nearby parks; and canoe, camp, and ski a short distance outside the city. For the competitive-minded, there are interclass sports. Chatham teams also compete with nearby colleges.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Studies, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language laboratory, and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae. The reading room has approximately 4000 scientific books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped Edward Danforth Eddy Theatre, seating 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains dining facilities and The Weathervane, the campus snack bar. In addition to the Paul R. Anderson Dining Hall, there are four convenient private dining rooms.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence halls such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half acre recreation field, three all-weather tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

The smoke lifted long ago from Pittsburgh, revealing a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become, more and more, one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals are known the world over. And the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theatre on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, hockey, and tennis teams in the country: the Pirates, the Steelers, and the Penguins. In Pittsburgh, or a short drive away, a student can find just about every athletic activity in existence.

But the greatest benefit the city offers is that Chatham students can become involved in it. They serve with local agencies and institutions; they work with multinational corporations. They also enjoy themselves immensely in this town. Its resources are completely at their disposal.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Every day in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be—not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over long after class lets out.

The Chatham woman has the chance for close contact with all her teachers. Because classes are small, faculty members have the time to devote to every individual student. And they are vitally interested in her work and progress.

Under the Chatham Visitor Program, the student also learns from distinguished guests of the College. In recent years, students have had the chance to sit down and talk with Margaret Mead, Kurt Vonnegut, Jr., Helen Hayes, Max Lerner, and Viveca Lindfors, among others.

The Practical Politics Program has brought many officials of government face-to-face with Chatham students. And through Chatham's Programs in the Arts, the campus has been visited by leading theatre and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

A student's academic work will take her into the libraries and laboratories of the College for serious and demanding study. It may take her to the libraries, museums, and agencies of the city, and perhaps to other college and university campuses. Through cross-registration, the student can experience life and work on any of nine area campuses.

Off-campus, a student has the whole city to explore. She may be doing serious and important work as a scholar, a volunteer, or an intern. Or she may simply be having fun. The city offers endless sources of entertainment, and there is no shortage of people to enjoy them with. Over 65,000 students, for instance, are enrolled in Pittsburgh's ten colleges and universities.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham was known then as Pennsylvania Female College, and later as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

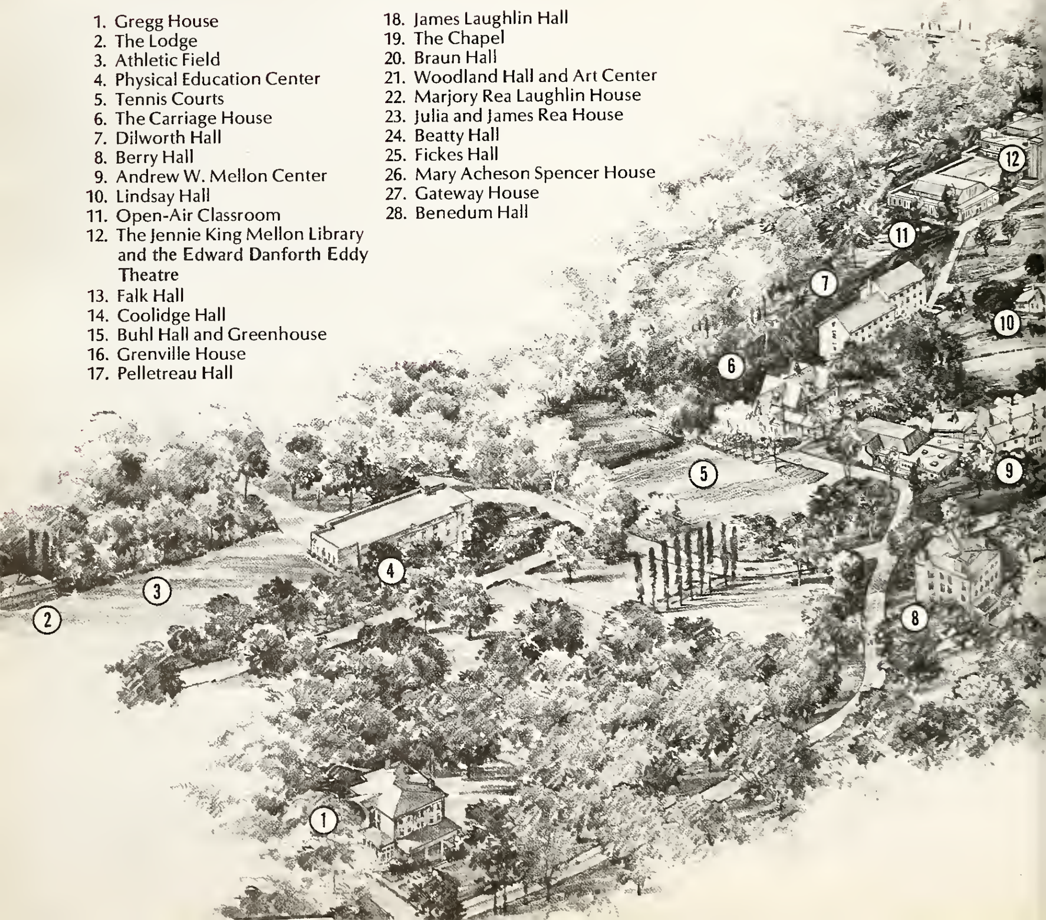
In the beginning, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $15.5 million, is among the largest per student of any college or university in the nation.

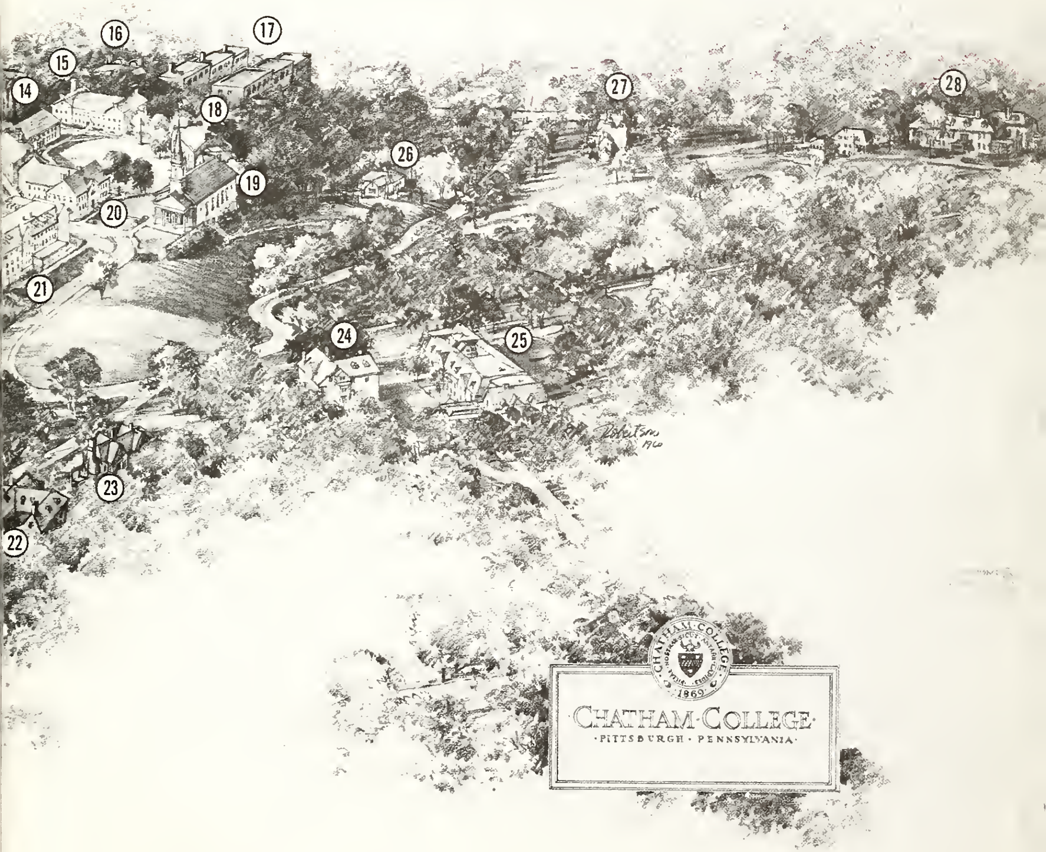
Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its new academic program again places the College in the forefront of academic reform. A recent independent study, in fact, listed Chatham among the top ten colleges for women in the United States.

Recently, the Ford Foundation selected Chatham College as one of the 12 most dynamic and innovative colleges and universities in the northeastern United States. The foundation awarded one of its prestigious Venture Fund grants to the College in recognition of its New Directions for Women Program. The grants are awarded to only 49 colleges and universities in the nation. Among the criteria for final selection were "the quality of present educational programs and leadership" and the record of the College's "desire and capacity to try to do new things in new ways."

Chatham's new educational program is also currently supported by social grants from four other national foundations—the Carnegie Corporation, Lilly Endowment, the Danforth Foundation, and the Laurel Foundation—plus several leading corporations.

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and the Edward Danforth Eddy Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall and Art Center
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall

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The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs. The result is that Chatham has as many curricula, as many ways of learning, as it has students.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirements outlined in Item 3 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Communication, and special Black Studies programs. These last must be approved by the Black Affairs Coordinator.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the Tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms. Only with special permission may a student complete both units in one long term, or one unit in the Interim.

During the first term of the Tutorial, each student chooses at least one other faculty member as an outside reviewer. Both the tutor and reviewer give the student a critical evaluation of her work. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reviewer a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student also discusses her experience in an oral presentation to the tutor, reviewer, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;

2. scientific inquiry characterized primarily by success in explaining physical events by laws;

3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;

4. non-verbal aesthetic experience;

5. the literary arts;

6. the history of some aspect of man's cultural development;

7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 58). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Program in Communication is an interdisciplinary study of the communication systems that define our understanding of ourselves and our world. The program begins with rigorous training in various forms of writing and with study of the elements and principles of visual design. The program's emphasis on language extends to the study of foreign languages, computer languages, and the languages of art and music. The student is trained to become critically aware of human expression in all its forms, particularly in public and commercial communication. The student is then able to test her theoretical learning and personal judgment by working as an intern with numbers of local agencies, industries, and institutions.

Recent additions to the facilities of the College permit the student to participate in "hands-on" workshops, courses of study, and independent laboratory experiences with some of the sophisticated technology of audio, visual, and video presentations.

The program is designed especially for students contemplating study and careers in a wide range of fields — publishing, journalism, public relations, advertising, broadcasting, film, and many others. It gives the student an understanding of the principles of communication and of the communications media, and the skills to use that understanding in a career.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership—its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career or life opportunities she embraces.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers an exciting variety of possibilities: experimental courses and projects, travel and field experiences, student exchanges, and interdisciplinary programs. The student can even use the month to study abroad. She may take a formal Interim course, or undertake an academic project of her own design.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every Interim throughout her four years, and receive credit for each satisfactory project.

During a recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Study of Organizational Behavior	Aluminum Company of America
Study of Aspects of Publishing	Columbia University Press
Work as a Paralegal Assistant	Court of Common Pleas Bond Agency
Assisting with Pediatric Dentistry	Marcus Gottleib, DDS
Reporting and Writing News	*Greensburg Tribune-Review*
Assisting in the Microbiology Laboratory	H. J. Heinz Company
Study of Union Administration	United Steelworkers of America
Study of the Creative Aspects of Television Production	WQED Television
Assisting in Economic and Environmental Analysis	Westinghouse Electric Corporation
Study of Acting and Theatre Administration	Dinglefest Theatre Company
Work in the Trust Department	Mellon Bank
Observation of Rounds and Surgical Procedures	Shadyside Hospital

During a recent Interim, too, Chatham offered the following formal projects and courses:

Art:	The Study of Raku
Biology:	Evolution Biological Aspects of Sexual Function
Drama:	Theater in England (based in London)

Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism, and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico (based in Colima) Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom
Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy
Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

Typical Interim courses include:

Art:	Art History Field Trip: Rome and Florence
Biology:	Marine Biology, Miami, Fla.
Drama:	Rehearsal and Production
History:	British Architecture and Related Social History
Modern Languages:	Survey of German Literature
Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	Philosophy and Feminism
Political Science:	Introduction to Urban Planning

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology:	Man Versus Science
Drama:	Form in Performance
English:	Idea and Form in Literature
History:	Arthur "The Once and Future King"
Modern Languages:	The Liberated Woman: French Existentialist Approach
Philosophy and Religion:	The Quest for Self
Sociology-Anthropology:	Knowledge for What?

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work—on a project of her choice—in an area important to her. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance. And since the student is doing exactly what she wants to do, her work is bound to be highly meaningful and exciting.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Study of anatomy through the use of clay sculpture

Ambulatory health care in the ghetto (with Friendship Medical Center, Chicago)

Children's programming (with WQED)

Planning recreational activities for retarded children

Study of function and structure of the ear (with Eye and Ear Hospital)

Study of the development of children's literature.

Study of the influence of Schopenhauer and Nietzsche on Herman Hesse

Emotional outlook of hospitalized children (with Western Pennsylvania Hospital)

Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)

Teaching practicum in Rochester, N.H. elementary school

Criminal court observation

Study of Colonial America, 1620-1763

Paralegal work (with Harlem, N.Y. community law offices)

Computer applications to economics

Simulation as a method in political science

The Baroque era in Germany

Law, ethics, and individual responsibility

Study of practical workings of a health care agency (with the Health and Welfare Association of Allegheny County)

Study of six French suites for the keyboard by Bach

Study of political prisoners in Viet Nam (with American Friends Service Committee)

Study of masterpieces in Russian literature

Corporations and Congress

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Public relations:	Ketchum, MacLeod & Grove
International marketing:	Westinghouse Power Systems Company
Law:	District Attorney's Office, Pittsburgh
Pathology laboratory work:	Magee-Womens Hospital
Feature writing:	The Forum
Photography:	Pittsburgh Press
Trust department:	Mellon Bank
Overview of savings and loan operation:	First Federal Savings and Loan
Public affairs programming:	WKTQ Radio
Employee publications:	U. S. Steel Corporation
Overview of hospital operations:	Magee-Womens Hospital
Publishing:	KNOW, Inc.
Teaching arts and crafts:	School for Blind Children
Processing consumer complaints:	Pennsylvania Consumer Protection Agency
Employee publications:	Westinghouse Electric Corporation
Teacher's assistant in early childhood development:	Child Guidance Center
Occupational therapy:	Ivy Nursing Home
Parasitologic examination of zoo animals:	Pittsburgh Zoo
Work with children in reading disabilities:	Home for Crippled Children
Work with parole officers:	State Probation and Parole Board
Study of behavioral aspects of captive birds:	Pittsburgh Aviary
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Community Planning

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institution (see list above). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Art History in Rome

Political Science in London

French at University of Lyon, France

Spanish in Bogota, Colombia

Sociology at Chung Chi College in China

German at the University of Freiburg

History in Athens

Classics and Archeology at Hebrew University of Jerusalem

Economics at the University of London

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Administrative Secretary, Committee on Study Abroad.

Summer study

A student wishing to receive credit for summer study must obtain, in advance of study, approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;

- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

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The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Provost.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future—in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a résumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Apply early to ensure prompt completion of all preliminary arrangements and credentials. The application date is not considered in selecting candidates, but Freshman Seminar and dormitory preferences are assigned according to the date on which admission applications are received. For full consideration of class and dormitory preference, candidates should apply before March 1 for fall entrance and before January 2 for February entrance.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year,

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**In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research purposes.*

September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight—as guests of the College—in one of the residence halls.

The Live-in program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. Live-ins begin on Sunday afternoon with an orientation program and close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Admissions Associate. (See pages 105-106 for names and addresses of these representatives.)

3. Upon receipt of the application and fee, the College sends the applicant transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. In February or March, the applicant's credentials are presented to the Admissions Committee for its decision. At this time, the student's record for the first semester of her senior year will be on file.

5. The decision will be mailed to the applicant in March. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

A student may apply as an Early Decision candidate if she has a strong high school record and if Chatham is her first choice. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies in the fall of her senior year and whose credentials include her records through junior year, along with her counselor's and teacher's evaluations, may be granted admission and notified within one month after receipt of her application.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are requested to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Financial Aid Form (formerly the Parents' Confidential Statement) by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September, January, or February entrance should become familiar with the academic program and graduation requirements. Transfer students entering as second term juniors or seniors are expected to be in residence for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the

Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of $15.
2. Upon receipt of the application and fee, the College sends the applicant evaluation forms. These forms should be completed and returned to the College by the dean of students and two professors best qualified to describe her academic ability and motivation.
3. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. (The College will obtain high school records directly from the school.)
4. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.
5. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.
6. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
7. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 42 for information concerning financial aid for transfer students.

Evaluation of Transfer Credit

About 20 percent of the 600 Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquires should be addressed to the Office of Admissions.

Admission procedure for special students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined on page 23. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended to send an official transcript directly to the Chatham Admissions Office.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications, and problems can be given careful attention. Degree candidates should:

1. Arrange for personal interview with the Gateway Program Director or a member of the admissions staff.

2. File a Gateway Program application form, together with a biographical sketch and a $15 non-refundable application fee.

3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Degree candidates may apply for financial aid. For their first nine courses, they will be charged one-half the normal tuition. Additional courses, and the final nine courses in fulfillment of degree requirements, will be charged full tuition.

Adult students who have never taken any college-level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination Program (CLEP). Information can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, N.J. 08540. The admissions staff will also be happy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's degrees may be admitted on a part-time or full-time basis. Students who wish to explore new interests, test their abilities, or update their knowledge in their major field, are encouraged to apply. Procedures are the same as for degree candidates, except that the application fee is $5.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon completion of four courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. The petition may also be submitted at an earlier time to the Office of Admissions, together with a $10 processing fee. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 33). Students are required to reapply for admission if during the previous twelve months they have **not**

— formally registered at Chatham
— been on formal leaves of absence
— officially withdrawn from Chatham

They should also arrange for an interview with the Provost or Assistant Provost. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda.

Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic Procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The maximum normal academic load is 9 units per year. Students will be charged on a per-unit basis for every course that exceeds this limit (See p. 36).

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Provost. In the case of Interim courses, work must be approved by the Interim Committee and the Assistant Provost.

Grades

The grades in use are:

A = Excellent
B = Good
C = Satisfactory
D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F = Unsatisfactory performance; no credit.
I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Provost is required. Incomplete grades will not be granted for Interim courses.
In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.
W = Withdrawal from course with no penalty.
WF = Withdrawal from course while doing unsatisfactory work. (Withdrawal from courses after stated deadlines requires the permission of the Assistant Provost. A fee will be charged for course changes made after specified times (see p. 33).

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. For these reasons, freshmen are encouraged to take all of their first term courses on the P/F basis. But the option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C
LP = Low Pass; equivalent to D
F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Provost notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 25).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the course instructor, the faculty adviser, the Assistant Provost, and where appropriate, the Committee on Academic Standing. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Provost and the Registrar. In all cases, a fee of $10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W or WF grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W or WF grade is indicated, the student should discuss the matter with the Assistant Provost prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Provost will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Provost.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Provost or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial $50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Provost.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Provost and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Provost and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:

Tuition	$3450
Room and board	1740
Student activities fee	60
	$5250

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	2505
On or before January 15	2595
	$5250

A tuition may be paid in installments. See p. 38 for details.

Commuting students

Charges for the year:

Tuition	$3450
Student activities fee	60
	$3510

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1635
On or before January 15	1725
	$3510

Part-time students

Charges for part time:

Tuition	$410 per course unit

Payable:

On or before August 1 (fall term)	$ 410
On or before January 15 (spring term)	$ 410

The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.*

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $155 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting students will be charged $410 per course, and if they wish to live on campus, $210 for room and board.

Other fees

Application for admission $15

The application fee is not refundable and is not credited on any College bill.

Deposit $50

Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15

Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Student activities fee $60

This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee............ $410 per course unit

For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They will be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee $410

When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a $410 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee .... $30 per course unit

Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and
accident insurance .... $107.28 per year

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross of Western Pennsylvania at $107.28 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer. The cost of this insurance plan is subject to change.

Infirmary fee .... $6 per day

The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at $6 per day. The student must pay for medicine and for part of the College physician's charges ($5 per visit). The College bills the student for medical charges. (See page 43, Medical Services.)

amination fees $10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

dit fee $25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

otography laboratory fee $30

The fee is charged for all photography courses requiring additional instructional supplies.

plied music fee . . . . $150 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $75. Students majoring in music may take four course units of applied music without charge in the junior and senior years.

dy Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.

Term or year program $15

Summer study program $15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

> Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, a special account default fee of twenty-five dollars ($25) will be added to the student's bill. Thereafter, a penalty of $10 per month will be charged for failure to properly participate in one of the offered payment plans.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered by Chatham permits payment of tuition and fees in 12 equal installments, April 20 through March 15. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payment. A student or parent should apply for this program before April 20. No penalty or interest is charged if monthly payments are made on schedule. An application fee of $10 will be charged. If a student attends only one term, she will be charged six monthly payments. The first payment of this plan replaces the April 20 advance payment of $150.

Term charges may also be paid in monthly installments, August 1 through December 1 for the fall term, January 1 through May 1 for the spring term. This plan carries a finance charge at the rate of 8¾% per year on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 1. Both the parents and the student must sign a retail installment contract. This plan is offered through the Richard C. Knight Insurance Agency and is formally called the Installment Payment Plan (IPP).

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work-Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal before August 1 preceding the fall term (January 15 for the spring term), she will be refunded all advance payments of tuition and room and board, except for the $150 deposit. If she notifies the College after August 1 (or January 15), but before the first day of classes, she will be liable for forfeited charges in the amount of 25 percent of tuition, room and board, and fees. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the fourth week of the term, will be liable for forfeited charges in the amount of 50 percent of tuition, room and board, and fees.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made, without exception, after the first four weeks of classes. All refunds must be requested in writing.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs. This policy will also govern the calculation of residence fees due in cases where students arrange for on-campus housing but later receive approval to live off-campus.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Provost or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial $50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the dormitory is involved, the date used for calculation of fees or refund due will be the date on which the Director of Student Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $5000 per year. They do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For $336 in earnings, a student works about six hours a week, nine hours a week for $500, and twelve hours a week for $670.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate, or professional schooling. Repayment and interest, at three percent a year, begin nine months after the student ends her studies. The repayment may be extended over ten years.

The debt may be partly or totally cancelled if:

1. the recipient teaches handicapped children full-time or
2. the recipient teaches in public or nonprofit elementary or secondary schools which, according to the U.S. Commissioner of Education, have a high enrollment of students from low-income families.

If the borrower is studying at least half-time in the U.S., or at an approved institution outside the U.S., repayment of the loan and interest will be deferred for that period. Repayment is also deferred up to three years when a borrower is a member of the Armed Forces of the United States, or a volunteer in the Peace Corps or VISTA.

The borrower must arrange a schedule of monthly repayments before she leaves Chatham College.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form (formerly known as the Parents' Confidential Statement) should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after December 1, 1977).

2. The Chatham financial aid application.

3. A copy of the first page of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer, when funds permit.

Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1,500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Women who plan to follow careers in the concert, operatic, or teaching fields are given priority.

The Michael L. Benedum Scholarships are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The awards are for West Virginia residents only.

Glenda Rich DeBroff Memorial Scholarship is available each year to a student who shows promise of high academic achievement, motivation and service to the Chatham College community. The award is made to a student in financial need for the support of a Chatham-sponsored Interim project.

Linda P. McGurk Scholarships are available each year to students who, without such assistance, would be unable to attend the College.

Special program for students from middle-income families

Gilsdorf Scholarships are available for entering freshmen from middle-income families who do not qualify for the usual sources of financial aid, including college, state, and federal funds. Three $1,000 scholarships, renewable for four years, will be awarded on the basis of academic excellence, creativity, and future promise.

College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 38, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. (See p. 38, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's office.

Departmental Areas

(See also Program Areas, Areas of Study)

Art

Major Requirements in Studio Art:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 38, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Basic Drawing and Design.
Using various drawing media, the course will consider some of the problems encountered in creating and understanding a work of art. Emphasis will be placed on perception, means of visual expression, and composition.

104. Fundamentals of Painting.
The practice of painting in developing a basic understanding of color and skill in its use.

105. Figure Drawing.
The human form will serve as a basis for developing skill and expressiveness in representational drawing and painting.

111. Watercolor.
An exploration of transparent watercolor and its unique characteristics as a painting medium.

113. Fundamentals of Sculpture.
A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.
A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.
Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

120. Studio Art Field Trip: Landscape Painting.
A field trip to the Florida Keys for the purpose of painting outdoors. Emphasis on pictorial problems associated with landscape.

123. Textile Design.
A broad investigation of design on fabric. The techniques of dyeing, printing, painting and surface ornamentation will be explored. Applied art fee.

124. Relief Printing.
An introduction to the practice and history of woodblock, wood engraving and linocut printing. Applied art fee.

192. Basic Photography.
A study of the black-and-white photograph; study of an experience with exposure and

developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.
The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including etching and engraving.

206. Printmaking II.
An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced.

210. Raku Workshop.
An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of the instructor.

212. Sculpture: Carving.
The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.
Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.
The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.
A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

220. Establishment of a Small Bronze Foundry.
The creation of the elements of a foundry using space-age materials to enable students working in wax to produce small bronze castings with the ceramic shell process. Applied art fee.

301, 302. Advanced Painting and Drawing.
Prerequisite: Permission of instructor.

313, 314. Advanced Sculpture.
Prerequisite: Permission of instructor. Applied art fee.

501, 500, 502. Independent Study.

603-604. Tutorial.

Art History Courses

133. Survey of Western Art I.
An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in prehistory through the medieval period in Europe.

134. Survey of Western Art II.
An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230 Art History Field Trip: Rome and Florence.
An extensive tour of major sites and museums

in Florence and Rome. In consultation with the instructor during Fall Term, each student will choose, assemble a bibliography and prepare a report on a significant work to be presented on the site. Beginning students will keep a journal based on lectures, discussions and observations made during the trip.

247. Medieval Art.
A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.
A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.
A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

255. Nineteenth Century Art.
A survey in depth of the major movements in the art of Europe and America from the late 18th century to the end of the 19th century.

256. Modern Architecture.
Lectures and discussions will analyze and compare architectural styles and functions in the 20th century. Special attention will be given to opposing theoretical positions, from the Bauhaus to "pop".

258. Twentieth Century Art.
A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

336. Seminar in Art History: Carravaggio.
A critical examination of this seminal artist and the subsequent spread of his influence throughout Europe. Extensive use will be made of the resources of the Cleveland Museum of Art. Prerequisite: Art 134 or permission of instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:
For the B.A. degree, 13½ course units. The following courses are required: Biology 143,144, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Physiological psychology may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units. A student must satisfy the requirements for the B.A. degree, and take three additional course units in mathematics, physics, or chemistry.

Non-Major Course Offerings:
Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, "Human Sexuality;" Biology 123, "Nutrition;" Biology 124, "Food: Production, Politics and People;" Biology 141, "Evolution;" Biology 153, "Human Genetics;" and Biology 155, "The Cell."

045. Freshman Seminar: Current Topics in Health and Nutrition.
Rapid advances are being made in all areas of human health. In this seminar we will examine current topics in medicine and nutrition and consider the significance of these advances for the individual and society. Possible topics

include aging, cancer research, euthanasia, vitamin research and fad diets.

049. Freshman Seminar: Man vs. Science.
A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control, and the prolongation of life will be included.

120. Human Sexuality.
A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.
An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.
An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.
The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will taken. Use will be made of films and museum trips.

143, 144. General Biology.
A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.
An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics.

155. The Cell.
The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory.

191. Biology vs. Culture.
The biological and sociological factors in human behavior will be discussed. A variety of sources will be utilized to analyze these two different influences on human behavior. No background in either field will be assumed.

201. Invertebrate Zoology.
A study of the systematics, life cycles, and ecology of invertebrate animals, Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 103 and 104 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Biological Effects of Water Pollution.

Field and laboratory studies of the effects of water pollution on biological systems. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. One three-hour meeting per week plus one hour of discussion. Prerequisite: Biology 143, 144.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

303. Molecular Biology.

This course covers the tools and concepts relating to macromolecules in biological systems. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.
A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Prerequisite: Biology 143, 144.

340. Marine Biology.
A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.
Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.
Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Chemistry

Major Requirements:
B.S. Degree: 14½ course units, including the tutorial.
Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

101. Chemistry.
Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly.

103. Structural Chemistry.
An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.
Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

116. Contemporary Topics in Chemistry.
Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. This course is designed for students majoring in areas outside the sciences and is not intended to serve as a substitute for Chemistry 101 or 103. Three lectures and a recitation session weekly.

205. Organic Chemistry.
A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.
Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.
Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course.

216. Organic Chemistry Laboratory.
Six hours of laboratory weekly. Prerequisite: Chemistry 215; Corequisite: Chemistry 206. ½ course.

236. Chemical Products and Processes.
An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.
Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly, and six hours of laboratory weekly. Prerequisite: Chemistry 311.

318 Advanced Instrumental Chemistry.
Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311; Corequisite: Chemistry 318. ½ course.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:
11 drama courses, including Drama 101, 102, 103, and the tutorial.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material

tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama.

101, 102. Theatre Workshop.
Voice and movement for the stage. Practice and projects to extend personal capabilities and, when appropriate, background theory. Work second semester leads to a production. ½ course.

103, 104. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.
Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.
An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.
A study of plays from Pinero to Pinter.

108. American Drama.
A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins.

130. Rehearsal and Production.
The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.
The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.
A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. World Drama.
Studies in the development of drama from Greek classics to nineteenth century realism.

202. Modern European Drama.
Studies in drama from *Woyzeck* to *Marat/Sade.* Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

208. Contemporary Dramatic Expression.
An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive

techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets.

210. Dramatic Criticism.
Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts.

212. Theatre History.
Investigation through research and script reading of playhouse, staging, and relationships between the play and its audience in the significant periods from the Greek Threshing Circle to the Circle in the Square. Models of significant developments in theatre history will be prepared.

303, 304. Directing.
Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104, and/or 105, 106. First term is prerequisite for the second term.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:
10 courses, including Economics 101, 102, 321, and the tutorial.

Students interested in continuing their studies in economics are strongly urged to take Mathematics 107, 108, and 110.

001. Freshman Seminar: Introduction to the Analysis of Economic Problems.
Selected economic problems will be discussed using simple analytical concepts and methods which will be developed during the seminar. The problems to be analyzed will be selected on the basis of current national or international issues as reflected by the media.

101. The American Economic System: Macroeconomics.
An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy.

102. The American Economic System: Microeconomics.
The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101.

113. Money and Banking.
The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101.

201. Current Economic Issues.
The tools of analysis developed in Economics 101 and 102 will be used in the context of exploring selected economic issues. Topics may include environmental problems, the energy crisis, the international monetary system, inflation and unemployment. Emphasis will be placed on analytical thinking and writing. Prerequisite: Economics 101 and 102.

211. Seminar: Macroeconomics.
This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101 and 102.

212. Seminar: Microeconomics.
An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 101 and 102.

214. Public Finance.
An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101.

218. Labor Economics.
An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.
Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

282. Black Community Economic Development.
This course deals with a definition of the character of the Black community as it relates to the American economic and political system. From readings, lectures, and class discussions, the students and the instructor will attempt to decide the issue of whether or not a separate Black economy actually exists. Major emphasis will be placed on the historical aspects of Black business development. (See also Black Studies.)

321. History of Economic Thought.
The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, and Keynes. Prerequisite: Economics 101 or 102.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, a selected course in either tests and measurements or statistics, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, Spanish, French, German, mathematics, and comprehensive social studies. The required professional program for Early Childhood Education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle Schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the Middle School. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.
Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

192. Child Learning Through Movement Performance.
Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum.

201. The Arts in Education.
The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learnin situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. General and Specific Teaching Methods for the Secondary Level.
Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102.

322. Teaching in an Urban Setting.
Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.
Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.
Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.
Students plan sequential observation and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Major Requirements:
12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); two courses in

single or comparative authors, one of them Shakespeare; an upper-level course in expository writing (i.e., 103). English 102 does not count toward the major.

001. Freshman Seminar: Artists, Writers, and Composers.
A study of the relationship between form and content in selected works of twentieth-century fiction which portray artists, writers, and composers. Readings will include such writers as Joyce, Cary, Woolf, Mann, and Rebecca West. The seminar will emphasize close reading, discussion of the elements of fiction, and the writing of papers on literary topics.

102. Expository Writing I.
A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.
A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

111. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshman and sophomores considering a major in English.)

112. Content and Form in Fiction.
Analysis of the form of the short story and its relationship to longer forms of fiction, the novella and the novel. A study of the idea of expressive form, of the mutually qualifying relationship between the idea in a work and the structured elements of fiction with which the author expresses the idea. Reading to include works by American and continental writers of the 19th and 20th centuries.

138. Western Mythologies.
The course will explore the differences among such ideas as "myth," "mythology," and "legend," and will illustrate these ideas with readings from the Bible, Greco-Roman tales, and Norse legends. The course will also explore notions of "imitation," "derivation," "allusion," and "influence" in the uses of inherited mythologies by later writers.

141. Linguistics: An Approach to Language.
An introduction to theoretical and applied linguistics, to what is meant by linguistics as "the science of language." The course is designed to provide an understanding of the history, nature, and functions of language, through a linguistic approach, and with the necessary linguistic tools for furthering that understanding.

184. Study of Black American Writers.
An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.
Significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the earliest printing of books in England, and Old English epic, lyric, and reflective poetry as they grew

from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama.

211. Renaissance Literature.
Fundamental ideas in Renaissance cosmology, humanism, neo-Platonism, Reformation, and "new aesthetics." The influence of these ideas on Elizabethan literature, with emphasis on the poems and criticism of Sir Philip Sidney, plays of Christopher Marlowe and Ben Jonson, and poems of Edmund Spenser, John Donne, and John Milton.

213. Augustan Literature.
Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores.

214. Nineteenth-Century English Literature.
A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Tennyson, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.
Recent contribution to literary tradition in the works of Conrad, Yeats, Joyce, Lawrence, Eliot, Faulkner, and others.

216. Major American Writers: 1800-1855.
A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville.

217. Major American Writers: 1855-1945.
A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.
A study in Middle English of *The Canterbury Tales* and of the minor poems as literary art and as a reflection of English culture of the Medieval period. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.
An introduction to conventions of Elizabethan drama and to representative examples of the several modes in which Shakespeare wrote.

223. Shakespeare Topics.
Each year focusing on a different aspect of Shakespeare's achievement, the examination of a small number of plays and significant critical studies. Prerequisite: English 222.

230. The Rise of the Novel.
A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.
A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.
A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.
An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course is concerned largely with drama of the Western world from the Greek tragedians to the present, but includes also critical theories of tragedy and several tragedies in fiction.

236. The Nature of Comedy.
An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and in other

media (notably graphic arts and motion pictures) and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Seminar: Special Topics.

Spenser, Donne, and Milton. A study of major works by three Renaissance poets.

325. Seminar: Special Topics.

Faulkner. The seminar will examine the themes, subjects, ideas, and growth represented by several major novels.

326. Thomas Hardy.

The seminar will examine the Hardy canon, both poetry and novels.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.

601. Tutorial.

The completion of work begun in an upper-level seminar, the tutorial must have the approval of the department.

603-604. Tutorial.

A course for those students who have not taken English 601.

History

Major Requirements:

11 courses including the tutorial. Unless otherwise stated, courses are open to all classes.

105. The Ancient World.

The development of the urban society in the ancient Mediterranean world; its political, economic, philosophical and social assumptions and practices. A study of contemporary sources, such as Thucydides and Plutarch, as well as works of modern scholars.

111. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of the Byzantine Europe.

112. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

116. The Age of Reason and Enlightenment.
A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

121. Europe in the Nineteenth Century.
A history of modern Europe from the French Revolution to World War I. The course will examine the ways in which liberalism, nationalism, imperialism, and democratic and conservative thought transformed the basic structure and perceptions of European society at the pinnacle of its power and influence. The course will also examine the culture of Europe and its achievement in music, art, literature, and architecture.

122. Europe in the Twentieth Century.
An examination of European history from World War I to the present. The course will analyze the demands placed upon the democratic structure of Europe after World War I, the Fascist alternatives in Italy and Germany, the origins of World War II, World War II, and the postwar reconstruction and organization of a divided Europe. The course will also examine the recent breakthroughs in thought and culture which are central to any understanding of the contemporary experience.

123. Personality, Power and Politics in History.
A comparative study of five major historical figures: Napoleon, Bismarck, Lenin, Hitler and Mao whose ideas, programs, and careers have influenced the substance and texture of the debate concerning the origins of the modern world.

130. British Architecture and Related Social History.
The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

133. The Growth of English Representative Government.
The development of governing institutions and the nature of popular participation in government. The legal system, constitutional monarchy, parliamentary supremacy, responsible government and democracy have all been realized through a long process. This course examines these institutions and the dynamics of their growth.

138, 139. The Role and Status of Women in Historical Perspective.
An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long-held assumptions about women.

140. The Middle East Since 1945.
The course is designed to provide the student with an introduction to the contemporary crisis in the Middle East. Topics for discussion will include an analysis of the Arab-Israeli conflict, the significance of U.S. – Soviet rivalry in the region, the politics of oil, and possible solutions to the crisis.

141. Russian History.
A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

142. History of the Soviet Union.
The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation

of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

143. Introduction to Asian Civilization.
After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

151. Introduction to American History.
A survey of American history from its beginnings to the present. Intended for students who want a general introduction and some opportunity to pursue individual interests.

160. Past, Present, and Future.
An introduction to the nature of change (primarily technological and scientific) and human response to the challenge of change. After establishing an historical frame of reference, the course will examine forecasts of prominent authorities in the field of "futurology." A major objective will be to identify and evaluate one's personal values as a basis for decision-making in a rapidly changing society. Readings, discussions, guest speakers and films.

187. Roots: From Freedom to Freedom.
An exploration of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. Students engage in genealogical research.

231. The Age of the English Revolution, 1558-1688.
The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor.

253. Puritans in Old and New England: The Moral Athletes.
The Puritan faith is at the heart of Anglo-American experience in the early modern period. We will examine their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.
This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The Age of Civil War and Reconstruction.
The period covered is from the 1830s to the end of Reconstruction in 1877. The issues discussed include the Old South, slavery, abolitionism, "manifest destiny" and the Mexican War, causes and consequences of the Civil War, Lincoln's presidency, Radical Reconstruction, and the early women's rights movement.

257. The Roots of Modern America, 1877-1932.
The political, social, and cultural history of the United States during its transition from frontier to modern industrial society. Themes examined include alienation, youth rebellion, the Black ghetto, the women's movement, corporate power, centralized government, and American intervention abroad.

258. Modern America, 1933-Present.
The political, social, and cultural history of the United States since the "New Deal" of Franklin D. Roosevelt. Topics include the Great Depression, World War II and the Cold War (home and abroad), the turbulent 1960s, Watergate,

Black nationalism and the feminist movement. Since the recent past requires continuous reinterpretation and updating, the emphasis of the course changes from year to year.

272. An Inquiry Into the Nature and Meaning of History: Its Theories and Methods.
An examination of the evolution of historical thought from the Ancients through the Moderns to the contemporary debate concerning What is History? How should it be conceived? How should it be written? And what is its significance in today's society?

501, 500, 502. Independent Study.

603-604. Tutorial.

Mathematics

Major Requirements:
12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

101. Elementary Calculus, Physics, Applications I.
Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, biology, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Introduction to computer programming. Selected topics in the history and philosophy of science and mathematics. Three lecture discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics.

102. Elementary Calculus, Physics, Applications II.
A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiations, anti-differentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Mathematics of growth and decline. Approximation techniques, Taylor polynominals. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.
History and logical development of the real and complex number systems. Concepts of set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

107. Models, Decisions, and Calculus I.
Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Functions, matrix theory including linear programming, sequences and series used in finance. Introduction to differential calculus. Prerequisite: Two years of college preparatory mathematics. It is highly recommended that Mathematics 110 be taken previously or concurrently.

108. Models, Decisions, and Calculus II.
Differential and integral calculus with applications to problems in economics and management. Decision-making techniques. Probability

theory. Gathering and organizing information. Curve fitting techniques. Prerequisite: Mathematics 107 or permission of the instructor.

110. Elementary Statistics.
Introduction to data processing machinery. Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.
Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

130. The Use of Mathematics for Personal Finance Decisions.
A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed). The use of mathematics as an aid in the decision-making process will be emphasized.

212. Probability Theory and Applications.
Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.
A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.
Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.
An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

241. Abstract Algebra I.
Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

242. Abstract Algebra II.
Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

251. Physics I.
Theory and problems in motion, particle dynamics, oscillations, fluid mechanics, and waves in elastic media. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 102 or 108 or equivalent.

252. Physics II.
Theory and problems in thermodynamics, electricity and magnetism, and light and optics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or 107 or equivalent.

327. Advanced Analysis I.
Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity,

differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.
Continuation of Mathematics 327: topology of R^n, vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:
12 courses in French, including the tutorial. Freshman seminars, French 101, 102, 103, 104, 107, 127, and 191 are not considered part of the major. The following 9 courses are required of majors: French 205, 207 or 208 and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 209 before the senior year. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency.

Major Requirements in German:
10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:
10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

French

001. Freshman Seminar: Feminism and Existentialism.
A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others,* an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101, 102. Elementary French.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate French.
A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination.

107. Introductory Reading Course in French.
For the student with little or no previous experience with French wishing to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction. Stress is on graded readings. Not considered part of French major.

111. Modern French Readings.
Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 104 or placement examination.

127. French Literature in Translation: Evil and Madness in the Age of Reason.
A study of French works of the eighteenth

century which show the fascination with evil, deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.

The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

191. The French Art Song.

A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from Englist texts and free composition. Prerequisite: French 104 or placement examination.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 104 or placement examination.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 104 or placement examination.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or placement examination.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes, lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or placement examination.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or placement examination.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or placement examination.

216. Poetry II. Poetry from Baudelaire to Appollinaire.

Detailed study of representative poems from *Les Fleurs du Mal,* the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or placement examination.

217. Theatre I.
Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or placement examination.

218. Theatre II.
Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or placement examination.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examinations.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination.

223. Seminar: Problem Areas in French.

The investigation of important aspects of the French language not usually dealt with in literature courses, such as Old French, phonetics, prosody, etymology, slang, stylistics, problems, of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208.

248. Four French Poets.

The dramatic passage of French poetry from the nineteenth to the twentieth century, renewing itself in concept, vision, and performance, as revealed in selected works of Verlaine, Rimbaud, Eluard, and Apollinaire. Prerequisite: French 207 or placement examination.

255. The Contemporary Novel.

Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 208 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101, 102. Elementary German.

The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate German.
A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination.

117. German Literature through Film and Recorded Performances.
Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/ or recordings of dramatic performances. Some of the major works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination.

130. German Language and Culture.
The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor.

140. Intensive Conversation and Grammar Review.
A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor.

190. Dostoevsky and Kafka in Translation.
An introduction to the works of the two writers and a comparative analysis of major themes which are common to both. Major works of both writers will be read and discussed with particular attention devoted to Dostoevsky's *Notes from the Underground*, and Kafka's *Metamorphosis*. The student will write a paper or an essay on one or more aspects of the works of Dostoevsky and Kafka which appear to invite comparative or individual interpretation.

205. Grammar and Composition.
An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken German. Devoted to developing acceptable pronunciation, increasing vocabulary, and improving fluency through discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.)

211, 212. Survey of German Literature.
An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination.

215. German Civilization.
The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and

letters. Prerequisite: German 104 or placement examination.

220. Seminar.

Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department.

245. The Classical Period.

An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.)

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department.

290. Concept of the Artist in German Philosophy and Literature.

A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

003. Freshman Seminar: The Concept of Freedom in Russian Literature.

The theme of freedom has been central in Russian literature of the nineteenth and twentieth centuries. Through selections from such authors as Dostoevsky, Tolstoi, Chekhov, Solzhenitsyn, and others, the theme of freedom will be analyzed and discussed from the ideological and historical points of view. Knowledge of Russian not necessary.

101, 102. Elementary Russian.

The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Russian.

A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination.

126. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement.

127. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov.* The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed.*

128. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich,* and including *The First Circle, Cancer Ward,* and *Gulag Archipelago.*

129. Tolstoi in Translation.
A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina.* Some of Tolstoi's philosophical and religious works will also be read and analyzed.

190. Dostoevsky and Kafka in Translation.
(See course description under German 190.)

205. Grammar and Composition.
An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination.

207. Conversation.
An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination.

211, 212. Survey of Russian Literature.
An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination.

501, 500, 502. Independent Study.

Spanish

101, 102. Elementary Spanish.
The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week.

103, 104. Intermediate Spanish.
A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination.

130. Spanish in Mexico.
The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda el Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

205. Grammar and Compositon.
An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written

Spanish. Prerequisite: Spanish 104 or placement examination.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination.

219. Literature of Central America.
An introduction to the literature of Central America of the twentieth century. Prerequisite: Spanish 212 or placement examination.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101, 102. Elementary Italian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Italian.
A continuation and review of grammar, along with readings in aspects of Italian civilization and representative literary texts, with practice in spoken and written Italian. Prerequisite: Italian 102 or placement examination.

Music

Major Requirements:
14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 203, 204, 305, 306, 223, 224, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 37, Applied Music fee.)

Materials of Music

101. Materials of Music I.
A study of scales, intervals, triadic structures in progression and phrase organization correlated with development of aural, keyboard and writing skills.

102. Materials of Music II.
Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.
Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth century. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 203 or equivalent.

204. Materials of Music IV.
Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

305, 306. Counterpoint.
Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term.

History and Literature of Music

103. Seminar in General Music.
General musical terminology and the enjoyment of classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods.

110. Problems in the Performance of Twentieth Century Music.
Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Emphasis on more progressive tendencies, their philosophic orientation and unique production problems (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. Contrast with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music.

111. Music through the Renaissance.
Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance.

112. Music in the Americas.
The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.
A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.
An examination of opera as a combined art form beginning with its origin in Italy and including significant contribution of the lyric theatre in Europe and America.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music.
A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American.

120. Basic Harpsichord Techniques.
Development of the basic techniques requisite to musical performance on the harpsichord. Attention will be given to the practical aspects of tuning and servicing the instrument as well as to the acquisition of the special technical and musical equipment necessary for the realization of the most accessible repertoire. Both group and individual study will be involved. Prerequisite: Permission of the instructor.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

124. Music Journalism.
A study of writing about music and its performance from the reportorial point of view. A consideration of the qualifications of the music writer and of the criteria of reportage. Included will be readings in the history and aesthetics of music and analysis of selected criticism. Class projects will involve attendance at concerts in Pittsburgh and will aim at the development of writing skills.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.
Sec. A. ½ course. Sec. B 1 course.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.
Sec. A ½ course. Sec. B. 1 course.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:
10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Philosophy

013. Freshman Seminar: Freedom, Liberty, and Autonomy.
An introductory philosophical examination of the metaphysical, moral, and political assumptions of human freedom. Justifications and implications of these assumptions will be explored. Such questions as the following will be examined: Do we have a "free will"? Is "freedom" consistent with moral and legal rules? How much political freedom should a society tolerate and protect? Readings will include philosophical essays (from Augustine to Mao Tse Tung), fictional literature (e.g., Sartre). and some interesting non-fiction (e.g., B.F. Skinner, Sigmund Freud, etc.)

100. Introduction to Critical Thinking.
The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logical order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

105. Introduction to Social and Political Thought.
An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

111. Introduction to Philosophy: Logical Problems.
The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief.

113. Introduction to Philosophy: Philosophical Issues.
An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic I.
An introductory study of classical and modern logic.

120. Logic II.
An introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119.

130. Philosophy of Education.
A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Feminism.
An examination of the implication of the classical philosophical literature on the essence, character, and moral place of women and the alternatives presented by the current philosophical literature and by current fiction. Topics will include mind-body theories, evolution and human intervention in the "natural order," the sexism of theories of human sexuality, the justification of abortion, and fairness as a bar to equal justice. Readings will be selected from the pre-Socratics, Aristotle, Aquinas, Descartes, Schopenhauer, de Beauvoir, and contemporary works of fiction and philosophy.

200. Biomedical Ethics.
This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Advanced Introduction to Philosophy: Problems in Knowing and Being.
May be taken as either a second course in philosophy or as a first course by sophomores, juniors, and seniors. Lectures, readings, and discussions will explore problems of knowing and being as treated by Plato, Aristotle, St. Augustine, Hobbes, Immanuel Kant, William James, and Martin Heidegger.

221. Philosophy of Law.
An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

223. History of Philosophy: Ancient Philosophy.
An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.
An exploration beginning with Dante of medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology,

the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegal, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

232. Contemporary Ethical Theory.

The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.

An examination of the most influential attempts to understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such as John Dewey and Richard Hare. The relation of ethical ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.

The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy.

274. Seminar in Susanne Langer.

Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.

Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

292. Philosophy of Mind.
This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

294. Issues in Contemporary Social and Political Philosophy.
This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in Philosophy and/or Political Science 105 is recommended.

296. Philosophy and Public Affairs: World Hunger: Morality and Policy.
This course will examine normative problems arising from world hunger. A wide range of issues will be discussed: the effects of starvation, the population explosion, the economic development of third-world nations, the justifiability of political coercion, the green revolution, "lifeboat ethics," "spaceship earth," "triage," the morality of wealth, the right to life, productive and distributive justice, vegetarianism, and animal rights. Answers to the following moral questions will be explored: Is action to alleviate world hunger a prudential issue and not a moral issue at all? If the issue is indeed a moral issue, is the action properly seen as a moral duty or merely as an act of charity? Who is obligated to act – a nation or individuals only? Are affluent societies only obligated to help when it requires no significant national or personal sacrifice? Should such action be carried out with political interests in mind? Should the receiving nation curtail its population growth before receiving food assistance? What is the most effective way of implementing a decision to assist famine stricken nations?

302. Seminar in Immanuel Kant.
An intensive examination of certain parts of *The Critique of Pure Reason.* Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.
An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

151. The Comparative Study of Religion.
A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.
An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism, and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.
An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.
An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

202. Modern and Contemporary Christian Thought.
An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the modern critique of religion, and the relationship between faith and history. Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

232. Religion and Morality.
A study of the interaction between religion and morality focusing on contemporary concerns and problems. Attention will be given to understandings of the self, the nature of values, the question of ethical objectivity and decision making, and to selected issues in personal and social ethics.

501, 500, 502. Independent Study.

Physical Education

192. Child Learning Through Movement Performance.
A course designed to analyze and experience movement as it relates sequentially from children to adults. Course materials will consist of theories of development, perceptual motor learning, tension control techniques, teaching methods, and psychosocial aspects of play.

290. Movement Components in the Open Classroom.
Will provide a mechanism for student observation, interaction, and teaching in local schools. Movement components will include activities such as ball handling, parachutes, and locomotor skills. Prerequisite: Physical Education 192 and permission of instructor.

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.
Footwork and foil work skills essential to

a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

115. Golf.
Knowledge of golf techniques and skills; strategy of the game. ½ course.

117. Racket Techniques—Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

121. Self Defense.
Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course.

151. Swimming-Aquatic Skills.
Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving—American Red Cross.
Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor—American Red Cross.
Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.
Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course.

254. Gymnastics.
Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.
For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.
For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

146. Dance in Society.
Will deal with the relationships of dance to the societies from which it developed historically.

It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society?

147. Women in Dance.
History and current status of women in dance as dancers, choreographers, teachers, therapists, film-makers, and notators. Problems of women in dance.

148. Classical Ballet.
Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

150. Folk Dancing and its History.
History of western European folk and court dances with special emphasis on the roots of the American Appalachian heritage. Appalachian square and circle dances, New England contra dances, English country dances, and nineteenth century ballroom dances will be included. The relationship of folk dancing to religious ritual, folklore, folk music, and folk culture will considered.

501, 500, 502. Independent Study.

Political Science

Major Requirements:
11 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

101. American Political Processes.
This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.
An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.
A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

105. Introduction to Political and Social Thought.
An introductory exploration of the fundamental normative questions of politics and social life. This course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class.

130. The Metropolis in Crisis.
An examination of the political crisis facing metropolitan regions of the U.S. in the 1970s and beyond. We will first examine the present political, social, and economic structures in our urban areas, then look at the problems posed by the current

situation, and finally analyze various proposed solutions.

201. The American Judicial Process.

This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Governmental Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. We will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Foundations of Contemporary Political and Sociological Theory.

This course examines the work of five major social and political theorists (Burke, Marx, Weber, Durkheim, DeTocqueville) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the effects of the Industrial and French Revolutions and in terms of their perceptions of the basis of political and social authority; the nature of human history; the major political dilemmas facing modern life; and the properties of a science of human behavior.

216. Urban Politics.

An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

220. Group Study in Law: Field Placement.
Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

221. Philosophy of Law.
An intensive study of legal philosophy. Topics discussed will include general legal theory; the end, definition and function of law; judicial reasoning; rights and obligation; obedience; liability; responsibility; property and justice. Special attention will be given to two topics: law and morality and the moral justification of punishment. Some case studies will be included in the reading. Prerequisite: Political Science 105, or consent of the instructor.

222. Latin American Politics.
A comparative analysis of Latin American political heritage, political processes, and contemporary public policy issues. The last half of the course will be an examination of selected Latin American countries with an emphasis on problems of social, economic, and political change. Prerequisite: One 100-level course in political science or sociology-anthropology.

225. United States Foreign Policy.
A survey of the factors and forces which shape the making and implementation of American foreign and defense policy. The course emphasizes the impact of the policy-making process itself on eventual decisions and specifically examines several important foreign policy issues: defense policy; foreign economic policy; America's role in the Third World and the Middle East; and detente. Prerequisite: One 100-level course in political science.

228. Public Administration.
An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.
An examination of the techniques of political propaganda and their effects on public opinion in contemporary America. Of particular interest will be the role of the mass media (especially television) and computer technology as propaganda instruments in election campaigns. Prerequisite: One 100-level course in political science or sociology anthropology.

232. Comparative Political Parties.
This course will be devoted to a study of political parties as institutions and as forms of political participation. The major emphasis will be a comparative analysis of political parties in the U.S. and Western Europe. Some attention will be given to the special roles of political parties in developing and non-democratic societies. Prerequisite: One 100-level course in political science.

238. Congress and the Presidency.
A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor.

245. War, Peace, and World Order.
An examination of the causes and dynamics of war, with special attention to the problem of justifying the use of force. Most of the course will be spent in a consideration of current international means to control and resolve conflict. The final section will examine alternative international systems, including those offered in utopian and science fiction, where war might become a less important factor. Prerequisite: Political Science 104 or permission of the instructor.

281. Black Politics: Strategies and Tactics.
This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similiarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

294. Issues in Contemporary Social and Political Philosophy.
This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in philosophy and/or Political Science 105 is recommended.

296. Philosophy and Public Affairs: World Hunger: Morality and Policy.
This course will examine normative problems arising from world hunger. A wide range of issues will be discussed: the effects of starvation, the population explosion, the economic development of the third-world nations, the justifiability of political coercion, the green revolution, "lifeboat ethics," "spaceship earth," "triage," the morality of wealth, the right to life, productive and distributive justice, vegetarianism, and animal rights. Answers to the following moral questions will be explored: Is action to alleviate world hunger a prudential issue and not a moral issue at all? If the issue is indeed a moral issue, is the action properly seen as a moral duty or merely as an act of charity? Who is obligated to act — a nation or individuals only? Are affluent societies only obligated to help when it requires no significant national or personal sacrifice? Should such action be carried out with political interests in mind? Should the receiving nation curtail its population growth before receiving food assistance? What is the most effective way of implementing a decision to assist famine-stricken nations?

305. Political Leadership.
An investigation of what factors motivate individuals to seek political power and, once in power, what factors affect political leadership behavior (i.e., personality, environment, social characteristics). Case studies of both elected and non-elected political leaders will be utilized. There will be a critical analysis of the various models which attempt to explain leadership behavior and motivation. Prerequisite: Political Science 101 or 108 or permission of the instructor.

315. Women and Politics.
The seminar will involve a critical analysis of empirical research on the following topics: political socialization of women in the U.S.; factors which influence the political participation of women; characteristics of politically active women; and the political roles of women in the U.S. Prerequisite: Political Science 108.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:

12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and 302 must be completed in the junior year; one course unit of 503, 504, or 505, may be substituted for 302. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

002. Freshman Seminar: Intelligence in Science, Politics, and Everyday Life.

Surveys of the history of concepts of intelligence tests; development and use of standardized intelligence tests; interaction of the testing movement with political pressures for individual freedom of opportunity; and the implications of tested intelligence and academic achievement for individual levels of occupation and income.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion weekly.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

183. Black Psychology.
A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

211. Research Design.
An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109, 110 or equivalent.

221. Learning: Basic Processes.
Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

221A. *Laboratory.*
Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A)
Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. *Laboratory.*
Designed to familiarize students with the methodology and analysis of research in human learning. Both replication of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)
Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

223A. *Laboratory.*
Experiments and demonstrations of the major perceptual phenomena will be performed by the students. ½ course.

224. Motivation. (Group A.)
Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. *Laboratory.*
Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology.
Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101.

231A. *Laboratory.*
Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)
Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. *Laboratory.*
Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)
Lecture. A study of definitions of normality

and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. *Laboratory.*
Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology.
Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. *Laboratory.*
Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)
Lecture. An examination of the basic principles of animal behavior with emphasis on social behavior, social organizations, and communication.

242A. *Laboratory.*
Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. ½ course.

251. Tests and Measurements.
A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)
An overview of psychological development from birth through adolescence.

253. Child Psychopathology.
Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisites: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.
This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

302. Seminar.
Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department.

350. History of Psychology.
Main trends in the history of the science

as revealed in the development of major research problems.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.
Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. Psychology majors may substitute this course for Seminar (302); it is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Major Requirements:

11 course units, including the tutorial. Students majoring in Sociology-Anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 207, 208 and 214. Mathematics 110 or Psychology 109 and 110 can be substituted for 208. Majors should take 101, 207, and 208 by their sophomore year and 103, 104, and 214 by their junior year. Majors are required to take three electives in the department and are strongly urged to take courses in philosophy, political science, history, psychology, and economics.

The major program is designed to deepen, and demystify the student's analysis of her own and other societies; to provide her with the scientific and imaginative skills by which such an analysis can be made; and to establish a context in which she can learn to evaluate and examine for herself the major social issues confronting her own and other societies.

The following interests are represented among members of the department: deviance and criminology; women's studies; social stratification; social psychology; social problems; western industrial societies; formal organization; the sociology of knowledge and beliefs; economic development; 19th century social and political thought; Marxian anthropology; political, economic, and urban anthropology; and Asian societies.

003. Freshman Seminar: Freedom and Constraint in Social Life.
This seminar analyzes some of the psychological, social, economic, and political factors which limit human freedom and action. Some of the questions which will be explored include: Can individuals change their sexual identities? Are political and economic inequalities inevitable? Is prejudice a necessary consequence of having a group identity? The seminar is intended to provide the student with a general introduction to the social sciences.

101. Introduction to Sociology.
The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character, and value-preferences.

102. Social Disorganization.
This course will combine a basic introduction to sociological concepts and perspectives with an assessment of current social problems from a sociological point of view. Topics covered will include crime, racism, and mental illness. This course can be substituted for Sociology-Anthropology 101.

103. Early Persons and Culture.
Examination of the processes and evidence of the origins and evolution of human beings.

Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.
Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

105. Introduction to Social and Political Thought.
An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice, in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

112. People and Cultures of the World.
A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

114. Personality and Social Structure.
The question of the effect of social structure upon personality formation will be explored. This will be done through an examination of various theories concerning the relationship between cultural values and the structure of social institutions. The emphasis will be on socialization processes.

120. Sociology of Sex Roles.
This course will attempt to apply basic sociological concepts to information about women from a variety of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," "differential socialization of men and women," and "role complementarity vs. role incongruity."

122. Organizations in Modern Society.
This course is concerned with the internal workings of large-scale organizations in industrial societies. The perspective is a comparative one. Different types of organizations are compared within the same society (mental asylums, prisons, monastaries, and factories) and the same types of organization are compared in different cultural settings (e.g., British factories versus Japanese factories).

124. Social Movements.
This course examines a variety of schemes for the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

126. Inequality in the United States.
A review of theories to account for institutionalized inequalities in American society. Emphasis will be placed on the consequences and evidence of stratification. The interaction of class and race memberships will be studied with particular attention to the situation of Black people in the United States.

130. Communications in Human Society.
This course is a review of the communication systems employed in human societies. Analysis is made of (1) the universal features of such systems, including their verbal and nonverbal components, their role in the organization and transmission of culture, and (2) the historically and situationally variable aspects of such systems with special attention to the consequences of literacy, class variation in language use, and the linguistic basis of cultural polarization.

145. Urban Anthropology.
Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of

proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104.

148. Marriage and the Family Revisited.

A reappraisal of previous research and exploration of new research on marriage and family with special attention to the interaction of structure and myth and its consequent dysfunction for individuals.

152. Seminar: Toward an Anthropology of Women.

The seminar will deal primarily with economic, social, and ritual identities and functions of women in a wide variety of socio-cultural formations, ranging from those based on collecting and hunting through diverse levels of "primitive," "classical," and modern societal complexity. The focus of the course will be on the two-way relation of feminist critiques and traditional anthropological approaches in relation to the descriptive-analytic data base of ethnographic studies, which will be emphasized as the primary materials. Prerequisites: Sociology-Anthropology 101, 103 or 104 or permission of the instructor.

171. "Third World" Peoples and Relationships: Reality or Illusion?

Are there really different "worlds" of socio-economic development? An introduction to the social and cultural factors and consequences in situations of combined and uneven development within and among different countries of the modern world. Prerequisite: Any course in the Division of Social Sciences taken previously or concurrently.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black Family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

191. Biology vs. Culture.

The biological and sociological factors in human behavior will be discussed. A variety of sources will be utilized to analyze these two different influences on human behavior. No background in either field will be assumed.

194. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. and in a number of European societies. Particular attention will be paid to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the effect which cultural and political factors have had upon social welfare practices. Prerequisite: One course in the Social Sciences or permission of the instructor.

207. Methods of Social Research.

A survey of basic techniques for the acquisition of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, and methods of data collection will be discussed. Design of a research proposal will be one of the requirements of the course. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

208. Social Problems and Issues.

This course focuses upon the causes of a number of contemporary social problems in this and other societies. The problems to be discussed might include crime, racism, poverty, the pollution of the environment, population changes, class and ethnic conflicts, and war. Attention will be given to a variety of proposed solutions to these problems.

212. Elementary Statistics and Computer Analysis in Political and Social Research.
An introduction to elementary statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Foundations of Contemporary, Political and Sociological Theory.
This course examines the work of five major social and political theorists (Burke, Marx, Weber, DeTocqueville, and Durkheim) who helped to lay the foundations of contemporary social science. Their ideas are analysed against the background of the Industrial and French Revolutions and in terms of their perceptions of the basis of political and social authority; the nature of human history; the major political dilemmas facing modern life; and the properties of a science of human behavior.

222. The Sociology of Religion.
This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of western industrial societies are given special attention. Prerequisite: One course in sociology-anthropology, political science, or psychology, or permission of the instructor.

228. Deviance and Social Control.
The main topics will be the various theories which have attempted to explain why people break the norms of a social system and to explain the societal reaction to this breaking of the norms. This course will be run as a seminar. Each student will be assigned a book, articles, etc., on the basis of which she will make an oral presentation. Prerequisite: Sociology-Anthropology 101 or permission of the instructor.

229, 230. Group Independent Study in Probation and Parole.
Students will be asked to make a two-term commitment to work in the probation and parole program of Allegheny County. This work experience (4-6 hours per week) will be combined with classroom instruction on probation and parole. Among the topics to be covered are the following: history of probation and parole; theoretical grounding of probation and parole; its development in Pennsylvania; the relationship of the courts and their control over sentencing; explanation of the present system of probation and parole; the role of the parole agent; and the client and the community. Extensive use will be made of outside speakers from correctional institutions in the area and others interested in this topic. Prerequisite: Permission of the instructor. Sociology-Anthropology 228 is suggested as helpful background for the course.

242. The Anthropology of Wealth: Have the Poor Always Been With Us?
Does poverty have a history? Who were the first exploited persons? What are the ecological, social, and psychic factors and consequences of exploitation among primitive people? Prerequisite: Any course in the Division of Social Sciences.

301. Seminar.
This course varies from year to year emphasizing areas of importance in contemporary theory and research in sociology and anthropology.

501, 500, 502. Independent Study.

603-604. Tutorial.

Program Areas

(See also Departmental Areas)

Administration and Management

The Administration and Management Program intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

Eighteen courses including one internship and the tutorial. Fourteen of the requirements are core courses; four are from one of the corollary tracks. Note: A student is required to take only three of these four courses: Administration and Management 232, Mathematics 107, 108, Philosophy 119. The three courses selected must be approved by the Program director.

Adjunct Program:

A student may combine another major with Administration and Management by taking the 9 core courses designated by the asterisk. The Problem Solving Seminar (Administration and Management 401) is one of the required courses, but it does not serve as part of the tutorial. The tutorial will be in the student's major area and related to management.

Core Courses:

English 103. Expository Writing II.

At least one term of college-level natural science, especially:

Chemistry 116, Contemporary Topics in Chemistry, or Biology 227, Biological Effects of Water Pollution.

History 138 or 139. Role and Status of Women in Historical Perspective, or Sociology 120. Sociology of Sex Roles, or Philosophy 141. Philosophy and Feminism.

***Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.**

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

***Philosophy 119. Logic I.**

***Economics 102. Microeconomics.**

***Mathematics 107, 108. Models, Decisions, and Calculus I, II.**

***Administration and Management 201. Experiencing Organizations.**

This course applies the behavioral sciences to each student's experiences in organizations. Be-

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**Denotes core courses required for the Adjunct Program.*

ginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

***Administration and Management 202. Managing Organizations.**

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

***Administration and Management 222, 223. Financial Analysis and Managerial Accounting I, II.**

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques.

***Administration and Management 232. Computer Methods in Management Science.**

This course is designed to give a fundamental understanding of how the computer can be used as an effective tool in implementing the quantitative methods used in solving organizational management problems. The course includes a survey of digital computers and information processing systems and examines their impact on organizations. Flowcharting techniques and computer programming (using the BASIC programming language) are presented and are applied to a number of decision-oriented and information-processing problems. Typical quantitative methods to be presented are cost, volume and profit analysis; inventory, production and forecasting models; and network scheduling. In the area of information processing, methods of file organization and techniques of data storage and retrieval are presented.

The student is expected to become proficient enough in BASIC to design and implement working computer programs. Those students who have no previous computer experience will be expected to attend additional workshop sessions for the first two weeks. It is strongly recommended that the student have Mathematics 107 as a prerequisite.

***Administration and Management 302. Values in Contemporary Organizations.**

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues encountered in the interface between the organization and society. The students will analyze the elements of the value issues, formulate solutions and critically consider the consequences of the proposed solutions.

**Denotes core courses required for Adjunct Program.*

Format of the course will be the seminar. Readings from major interdisciplinary and social sciences writers will include articles and books about multinational corporations, law and organizations, politics and organizations and the effects of historical development on organizations. Prerequisites: Administration and Management 201 and 202.

Administration And Management 304. Non-Profit and Volunteer Systems.

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

Administration and Management 306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 201, 202 and quantitative courses approved by director.

***Administration and Management 401. Problem Solving Seminar.**

For administration and management majors this course serves as the first term of the tutorial; for students in the Adjunct Program this course does *not* serve as part of the tutorial.

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organization and issue.

Case studies, simulation, and games will be used in addition to lecture and discussion in order to assure integration of their knowledge.

Prerequisites: Administration and Management 101, 201, 202, 232.

Administration and Management 601. Tutorial.

Corollary Courses:

A student who elects the management program as a multidisciplinary major will complete four course units in a corollary track. One of these course units will be Administration and Management 601 (tutorial), the second unit will be a field experience or internship; two others will be from those listed below. The offerings listed in each area are not exclusive possibilities. Students will be able to propose other new or existing courses as substitutes. A student with a particular interest in an area not listed can develop a track of her own with faculty guidance.

**Denotes core courses required for the Adjunct Program.*

Internships and field experiences are required, ordinarily in the junior year. These requirements precede the Problem Solving Seminar, in which the student may gain perspective on the relationship of abstract principles to real problems. Students in field placement will be active participants and will be expected to produce a report or series of reports on their work.

Internships and field experiences are voluntary at the freshman and sophomore levels. Students will be encouraged to engage in an internship on a voluntary basis for credit. These internships will usually be coordinated on a group basis.

Government and Public Service:

Economics 101. Macroeconomics.

Economics 214. Public Finance.

Political Science 101. American Political Processes.

Political Science 201. The American Judicial Process.

Political Science 228. Public Administration.

Banking and Finance:

Economics 101. Macroeconomics.

Economics 113. Money and Banking.

Political Science 101. American Political Processes.

Business and Industry:

Economics 101. Macroeconomics.

Economics 218. Labor Economics.

Political Science 101. American Political Processes.

Cultural and Educational Institutions:

Administration and Management 304. Non-Profit and Volunteer Systems.

Communication 101. Introduction to Communication.

Political Science 101. American Political Processes.

Human Services:

Administration and Management 304: Non-Profit and Volunteer Systems.

Political Science 101. American Political Processes.

Sociology 101. Introduction to Sociology.

Information Systems:

Political Science 211. Methods of Political Research.

Political Science 212. Elementary Statistics and Computer Analysis in Political and Social Research.

Computer Course 201. Seminar in Information Systems.

Computer Course 302. Advanced Computer Methods in Natural and Social Sciences.

Communication

The Communication Program seeks to do the following: provide students with a background in the concepts considered essential to all communication activities; provide opportunities for students to learn the potential and the limitations of specific communication systems; help students develop an understanding of issues and topics in communication from the perspective of other disciplines; assist students in obtaining practical experience through field work; provide background and training that will enable students to pursue careers in communication. The substance and the methods of the program emphasize critical judgment rather than vocational training, liberal intelligence rather than technical specialization. Because the possible professional opportunities are so many and so varied, the program stresses the fundamental learning which should enable a graduate to enter any of many areas in the field.

Major Requirements:
Sixteen courses, including 101 or 201, 102, 195, 250, 301, English 103, five corollary courses, and the tutorial. Students are also required to demonstrate a proficiency in a foreign language or in a computer language by passing a proficiency examination or by completing courses at the intermediate level. Students must also include courses from all divisions in their total program.

Adjunct Program:
Students who wish to combine another major with communication shall take at least eight communication courses including 101 or 201, 102, and 195. In addition, they must complete one communication-related internship, and the tutorial must relate to communication. Examples of possible combinations are communication/English, communication/economics, communication/administration and management, communication/art, communication/history, and communication/political science. These combinations, which should reflect the student's interests and needs, must be approved by faculty from the other department.

Core Courses:

Communication 101. Introduction to Communication.

An introductory course designed to acquaint students with the nature of human communication in its individual, organizational, and societal dimensions. Emphasis on the contexts of communication: interpersonal, small group, mediated public, and cross-cultural. (Communication 201 should be elected by students who have had an introductory course in communications.)

Communication 102. Communications and the Media.

A study of the origins, the historical growth, and the philosophical roots of the communication media, with emphasis on the functions and influence of the mass media in modern society. Evaluation of broadcasting, films, and the press by guest experts. Prerequisite: 101 or permission of the instructor.

English 103. Expository Writing II.

Communication 192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

Communication 193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

Communication 195. Audio-Visual Methods.

An examination of current developments, trends, and issues in commercial and instructional audio-visual methodology. This course also gives students practice in operating basic audio-visual equipment. Special research projects are selected by the class and the instructor.

Communication 201. Communication Systems and Theories.

A study of contemporary communication systems and theories, drawing from research in philosophy, literary and dramatic criticism, psychology, and linguistics. Among those whose theories will be discussed: Kenneth Burke, Chaim Perelman, I. A. Richards, Richard Weaver, R. M. Hare, Marshall McLuhan, Noam Chomsky, Charles Stevenson, A. J. Ayer, etc.

202. Projects in Writing and Production.

Problems and practice in factual writing, specialized types of editing (corporate, institutional, financial), preparation of copy for publication, and of programs for specific target audiences. Students will also write and produce a short video tape. Prerequisites: English 103, Communication 195, and permission of the instructors.

Communication 203. Creative Editing and Writing.

Designed for students who have completed Expository Writing II, this course gives additional practice in non-fiction writing and editing. Emphasis is on writing news stories, feature articles, public affairs materials, factual reports. Students will be expected to participate in the writing, designing, and editing of *The Matrix,* the Chatham College newspaper, and *The Minor Bird,* the college literary magazine.

Communicaiton 204. Organizational Communication.

Preparation and presentation of types of speeches and reports appropriate to profit and non-profit organizations, with emphasis upon the theory, techniques, practices, goals, and the social environment in which such communication exists.

Communication 234. Special Topics.

Intensive study—research on selected topics in mass communication. Topics vary each year. May be repeated once for credit with approval of the program director. Sample topics: The Media in the Twentieth Century, The Press and the Constitution, Communication Law and Media Operations.

Communication 250. Group Study in Communication.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group, contending with certain questions or aims. Prerequisites: Communication 101, English 103, and permission of the instructor.

Communication 255. Internship in Communication.

Field Placement. Prerequisite: Communication 250.

Communication 292. Photography II.

Individual projects in photography, contracted with Director of Media Resources. Prerequisite: Basic Photography or a portfolio approved by the instructor.

Communication 301. Symposium in Communication.

A gathering of instructors, students, and visitors from the media to discuss a major contemporary problem in communication. The symposium will consist of a series of papers, lectures, or other presentations by members of the Chatham faculty, supplemented with work by students in the program and visitors from the field. Prerequisite: 101, 102, and either 193 or 195.

Communication 353. Graphic Production.

Training in graphic production with emphasis on slides, transparencies, posterization, page layout, and etch bleach process. Lectures and critiques by guest speakers of student design projects for the various media. A modest degree of specialization is possible. Prerequisite: Communication 193, 195, or their equivalent.

Communication 603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the College; the list changes from year to year, as departmental offerings change. Courses are included in this list on the basis of 1) the relationship of the study of modes of communication, 2) the relationship of the course to the study of the social impact of communication, and 3) the relationship of the course to practical concerns of the program.

Administration and Management 202. Managing Organizations.

Administration and Management 232. Computer Methods in Management Science.

Art 101, 102. Basic Drawing and Design.

Computer Science 100. Introduction to Computer Science, 101, Introduction to Computer Programming, 102, Computer Methods in Natural and Social Sciences.

Chemistry 102. Contemporary Topics in Chemistry.

Drama 192. Speaking to Inform and Persuade.

English 141. Linguistics.

History 257, 258. The Roots of Modern America.

Mathematics 110. Elementary Statistics.

Philosophy 119, 120. Logic I and II.

Political Science 229. Public Opinion and Propaganda.

Psychology 223. Perception, 231, Social Psychology, 224, Motivation.

Sociology 112. Peoples and Cultures of the World, 122, Organizations in Modern Society 130, Communications in Human Society.

**Course descriptions appear under departmental offerings.*

Areas of Study

Black Studies

Drama 181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

Economics 282. Black Community Economic Development.

This course deals with a definition of the character of the Black community as it relates to the American economic and political system. From readings, lectures, and class discussions, the students and the instructor will attempt to decide the issue of whether or not a separate Black economy actually exists. Major emphasis will be placed on the historical aspects of Black business development.

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay.

History 187. Roots: From Freedom to Freedom.

An exploration of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. Students engage in genealogical research.

Political Science 281. Black Politics: Strategies and Tactics.

This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Computer Studies

Computer Course 100. Introduction to Computer Science.

A basic course designed to develop a fundamental understanding of how computers work and how information processing systems are applied in contemporary society. The influence of the computer on modern society and technology will be explored. Fundamental computer programming techniques will be presented; on-line computer systems using the BASIC programming language will be utilized. Each student will be expected to develop some proficiency in programming and to complete a project in her field of interest. No background in science or mathematics will be assumed.

Computer Course 101. Introduction to Computer Programming.

A service course designed to provide those students not otherwise exposed to computer programming with a fundamental understanding of how a computer works and how it can be used as a valuable tool in any discipline. The student will learn to communicate with the computer using the BASIC programming language and will flowchart and program simple problems which relate to her own discipline. Not open to students who have taken Administration and Management 232 or Introduction to Computer Science 100. ½ course.

201. Seminar in Information Systems.

An overview of the characteristics of information and their influence on decision making. Students will study how the information environment—an assembly of computers, communication systems, libraries and people — can be organized to handle information efficiently. Prerequisite: Previous or concurrent course in computer programming. ½ course.

Administration and Management 232. Computer Methods in Management Science.

Computer Course 302. Advanced Computer Methods in Natural and Social Sciences.

A user-oriented presentation of common methods for solution of numerical problems fundamental to scientific computer applications and of non-numeric problems fundamental to the management of information systems. Laboratory problems will be chosen which relate to the various disciplines of the students. Prerequisite: Computer Course 100, 101, Administration and Management 232, or equivalent.

Women's Studies

Although Chatham College does not have a formal program in Women's Studies, the courses listed below exemplify a number of perspectives in this area. These courses have been selected from departmental listings for your convenience.

Biology 120. Human Sexuality.

Drama 108. American Drama.

History 138, 139. The Role and Status of Women in Historical Perspective.

French 001. Freshman Seminar: Feminism and Existentialism.

Philosophy 141. Philosophy and Feminism.

Philosophy 274. Seminar in Susanne Langer.

Physical Education 147. Women in Dance.

Political Science 315. Women and Politics.

Sociology-Anthropology 120. Sociology of Sex Roles.

Sociology-Anthropology 148. Marriage and the Family Revisited.

Sociology-Anthropology 152. Seminar: Toward an Anthropology of Women.

Sociology-Anthropology 183. Black Women in American Society.

**Course descriptions appear under departmental offerings.*

Alumnae Admissions Associates

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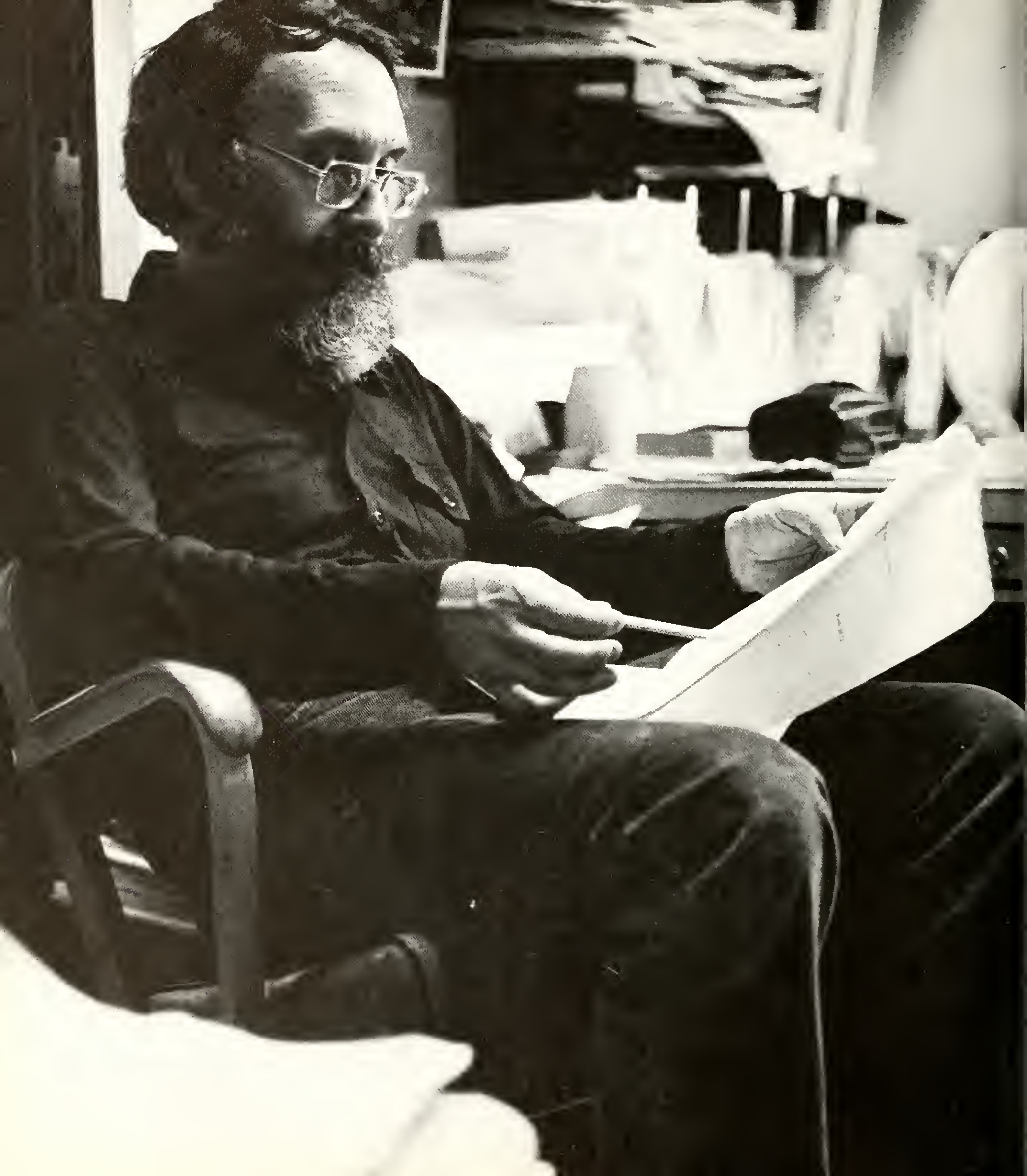

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MATRIX

How to get to Chatham

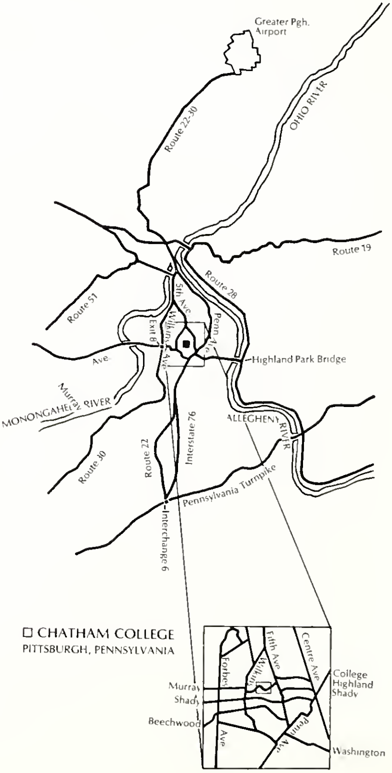
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.


Greater Pgh. Airport
Route 22-30
OHIO RIVER
Route 19
Route 28
Route 51
5th Ave
Penn Ave
Exit 8
Wilkins Ave
Highland Park Bridge
Ave
Murray
MONONGAHELA RIVER
ALLEGHENY RIVER
Interstate 76
Route 22
Route 30
Pennsylvania Turnpike
Interchange 6
□ CHATHAM COLLEGE
PITTSBURGH, PENNSYLVANIA
Fifth Ave
Centre Ave
Forbes
Wilkins
Murray
Shady
Beechwood
Ave
Penn Ave
College
Highland
Shady
Washington

CHATHAM COLLEGE
ACADEMIC BULLETIN 1978-1979

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Pittsburgh, Pennsylvania 15232
(412) 441-8200

Chatham College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, and the American Chemical Society.

The College admits students without discrimination as to race, age, handicap, color, national or ethnic origin.

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Academic Calendar for 1978-1979

Fall Term: September 5 — December 20

New students arrive	Tuesday, September 5
Freshman testing, advising	Wednesday, September 6
Upperclass students arrive	Saturday, September 9
Classes begin	Monday, September 11
New students register	Tuesday, September 19
Advising Week	Monday, November 13 to Friday, November 17
Last class before Thanksgiving	Tuesday, November 21
Thanksgiving break	Wednesday, November 22 to Sunday, November 26
Spring — Interim registration	Thursday, November 30
Last class of Fall Term	Wednesday, December 13
Final examinations	Saturday, December 16 to Wednesday, December 20
Winter vacation	Thursday, December 21 to Sunday, January 7

Interim Period: January 8 — February 2

Interim break	Saturday, February 3 to Tuesday, February 6

Spring Term: February 7 — May 25

Spring Term begins	Wednesday, February 7
Spring vacation	Saturday, March 24 to Sunday, April 1
Advising Week	Monday, April 16 to Friday, April 20
Fall Term registration	Tuesday, May 1
Last class of Spring Term	Tuesday, May 15
Final examinations	Friday, May 18 to Wednesday, May 23
Commencement	Friday, May 25

Chatham and a woman's future

Chatham College is a private, liberal arts college for women dedicated to just one cause — the success of women. The College's entire purpose is to prepare women to take whatever place they choose in the world. And in the world today, for an educated woman, that place can be anywhere.

Chatham believes

- that the challenges and opportunities for women today are greater than ever before;
- that women are eager to meet the challenges, and to use the opportunities to work toward positions of leadership in society;
- that women students are ready to demand much from themselves and their education;
- that women are best prepared for positions of responsibility through programs of liberal education which stress intellectual and personal development;
- that the education of women must include increasing responsibility: the freedom to make choices, and the power to bring those choices to reality.

Chatham offers the student the whole range of the liberal arts from which to choose. And she is not bound by traditional curricular restrictions. With the help of her adviser, she can determine her particular interests and pursue them in her own way. She sets her goals, and chooses the means to reach them. The responsibility is great, but so are the rewards.

Whatever career decision a Chatham student makes, she should be prepared to carry it out successfully. She will have the education, the discipline gained by intensive training in the liberal arts. And she will know what to expect from the real world — because she has lived there.

Chatham opens directly onto the world. The College is a small, parklike community in the midst of a major city, with its industry and huge multi-national companies. Taking advantage of its location, Chatham offers exciting special programs including field placements, career internships, and independent study. Such programs give a Chatham woman an advantage shared by few college students: actual work experience. Skilled, disciplined, experienced women are now much sought after. Chatham women are known to have these qualifications.

Chatham believes in women, their success, and their future. And we think that the best preparation for a woman's future comes only at a college like Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests and desires. So at Chatham, each woman has her own educational program.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. A student can pursue her chosen field in any one of a number of ways: through a traditional major, or an interdepartmental or multidisciplinary major. Taken together, Chatham's programs are unique:

- Freshman Seminars—study of selected special topics and problems, each limited to no more than 16 freshmen.
- Senior Tutorial—an intensive, two-semester research or creative project under the individual guidance of a faculty member.
- Pre-professional Programs—preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.
- The Program in Administration and Management — a multidisciplinary sequence designed to prepare women for careers in business, government, and social agencies.
- The Program in Communication—a multidisciplinary, multimedia study of the theory and practice of human communication; the foundation for a career in the communication arts and sciences.
- The Interim—an in-depth exploration of a single project — in a formal course or independent study — either on-campus or off, for an entire month between the fall and spring terms.
- Independent Study—in any discipline; extensive work on a subject of one's own choosing

with the approval and guidance of a faculty member.

- Career Internships and Field Placement — serious, full-time work or field experience with many of Pittsburgh's corporations, governmental or private agencies.
- Cross-registration Privileges—at any of the nine colleges and universities in the Pittsburgh area.

The student has more than a wide range of choices. She also has the careful guidance of teachers and advisers. And she has her own growing maturity to rely on. All combine to ensure that the program she decides upon will be the right one for her.

The place and the people

The Chatham community

Chatham College is 65 teachers and 600 students living and working closely together. They share an impressive array of experiences and special feelings of both community and individuality. Chatham gives each student the time and attention she needs to help her reach her own goals.

Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers and advisers. All of them are personally committed to the education of women and to Chatham.

Chatham's students come from all parts of the country and many countries of the world. They represent all kinds of cultural, geographic, social, racial, religious, and economic backgrounds. But they share an enthusiasm for learning and the capacity to assume responsibility for their own lives and educations.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the residences, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the residences, visiting hours are determined by each residence hall section. Adult head-residents, usually couples, live in every residence. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in College activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have helped to plan the new library and student-faculty center, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the handsome new theatre or in the experimental Play Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

Through membership in the Pennwood West Athletic Conference, Chatham fields intercollegiate teams in five sports: field hockey, basketball, softball, volleyball, and tennis. Students may pursue other activities such as swimming, paddle tennis, fencing and bowling on campus. They may also play golf or ride in nearby parks and canoe, camp, and ski a short distance outside the city.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Studies, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language laboratory, and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae. The reading room has approximately 4000 scientific books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped Edward Danforth Eddy Theatre, seating 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains dining facilities and The Weathervane, the campus snack bar. In addition to the Paul R. Anderson Dining Hall, there are four convenient private dining rooms.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence halls such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half acre recreation field, three all-weather tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

The smoke lifted long ago from Pittsburgh, revealing a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become, more and more, one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals are known the world over. And the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theatre on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, and hockey teams in the country: the Pirates, the Steelers, and the Penguins. In Pittsburgh, or a short drive away, a student can find just about every athletic activity in existence.

But the greatest benefit the city offers is that Chatham students can become involved in it. They serve with local agencies and institutions; they work with multinational corporations. They also enjoy themselves immensely in this town. Its resources are completely at their disposal.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Every day in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be — not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over long after class lets out.

The Chatham woman has the chance for close contact with all her teachers. Because classes are small, faculty members have the time to devote to every individual student. And they are vitally interested in her work and progress.

Students are kept aware of current events and career opportunities through contact with working professionals who visit the campus for workshops and informal meetings with students. In recent months, these have included author Nora Ephron, syndicated columnist Ellen Goodman, poet Maxine Kumin, and Pittsburgh mayor Richard Caliguiri, among others. An annual Focus on Careers, sponsored by the Career Planning and Placement Office, brings local young professionals to campus to discuss the bridge between college and careers.

Through Chatham's Programs in the Arts, the campus has been visited by leading theatre and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

A student's academic work will take her into the libraries and laboratories of the College for serious and demanding study. It may take her to the libraries, museums, and agencies of the city, and perhaps to other college and university campuses. Through cross-registration, the student can experience life and work on any of nine area campuses.

Off-campus, a student has the whole city to explore. She may be doing serious and important work as a scholar, a volunteer, or an intern. Or she may simply be having fun. The city offers endless sources of entertainment, and there is no shortage of people to enjoy them with. Over 65,000 students, for instance, are enrolled in Pittsburgh's ten colleges and universities.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

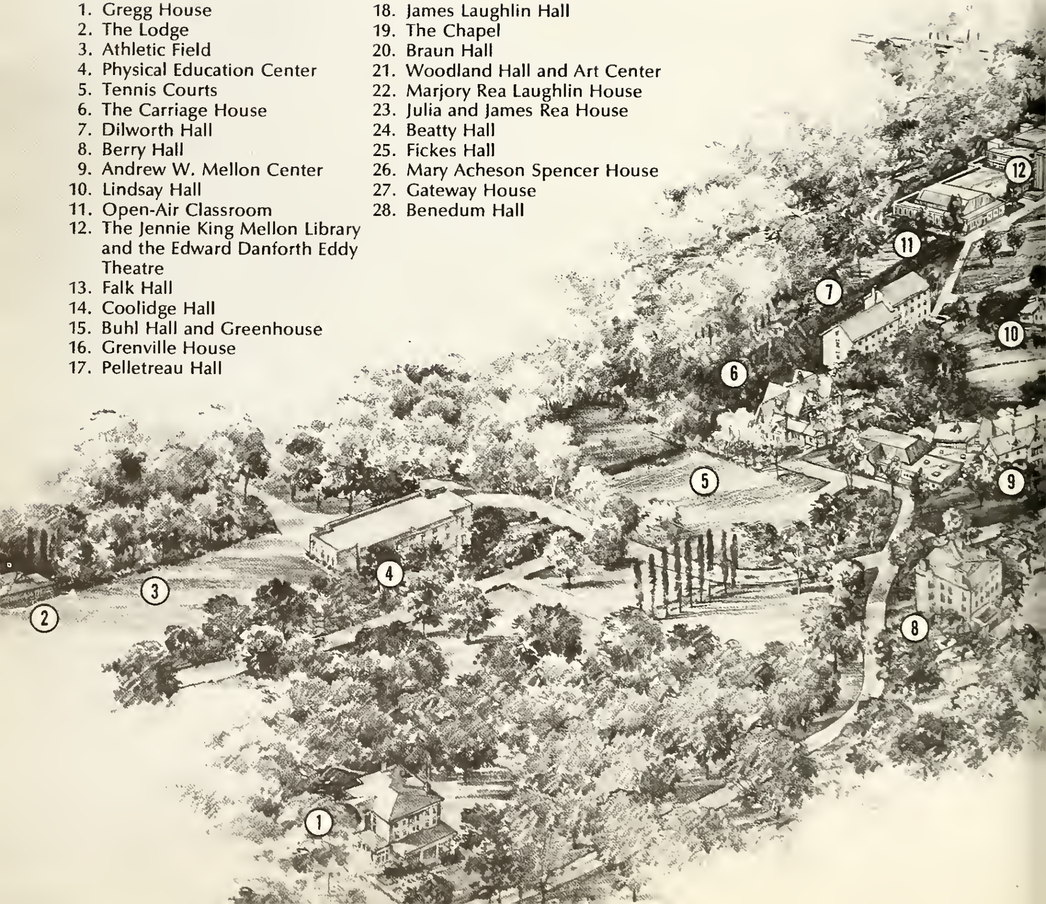
From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham was known then as Pennsylvania Female College, and later as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

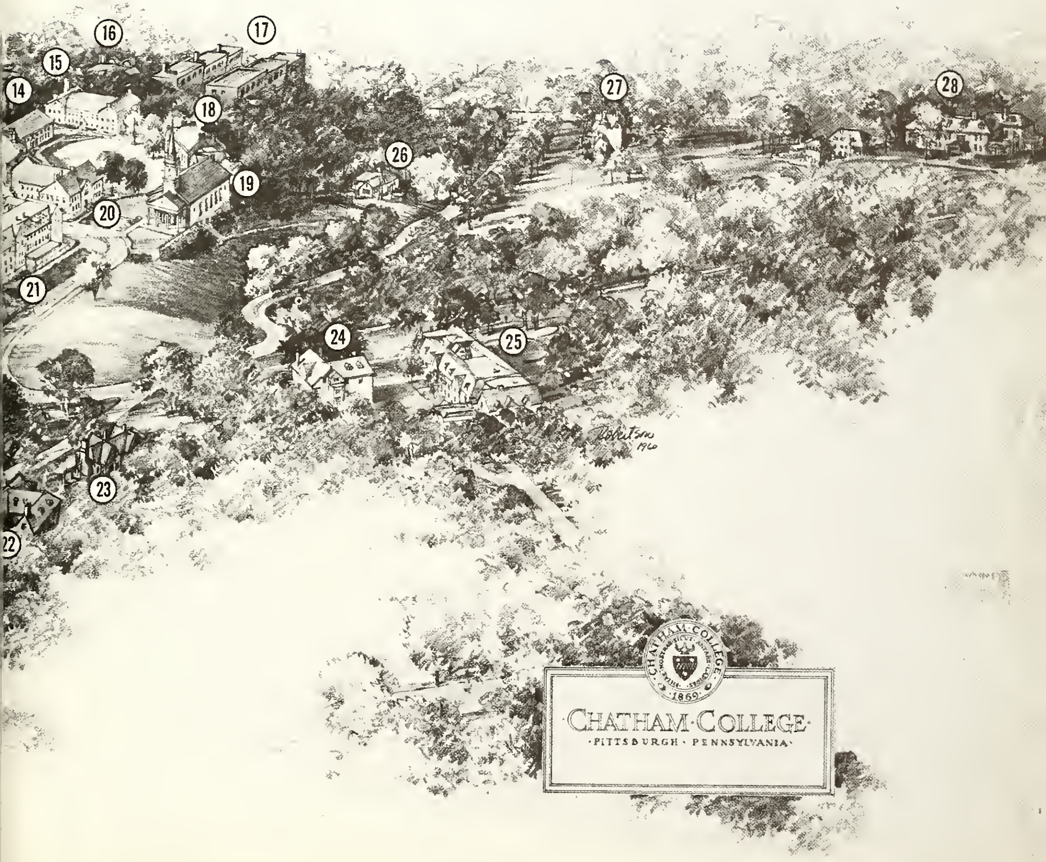
In the beginning, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $16.5 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its new academic program again places the College in the forefront of academic reform. A recent independent study, in fact, listed Chatham among the top ten colleges for women in the United States.

Recently, the Ford Foundation selected Chatham College as one of the 12 most dynamic and innovative colleges and universities in the northeastern United States.

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and the Edward Danforth Eddy Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall and Art Center
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall

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·CHATHAM·COLLEGE·
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interest
$/90
$/100

The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn — how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the college's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*
4. the passing of a writing examination taken in the first long term of enrollment or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirements outlined in Item 3 above.
5. the completion of the writing requirements outlined in Item 4 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Communication, and special Black Studies programs. These last must be approved by the Black Affairs Coordinator.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internall related study, selected by the student and her facult tutor. In an interdepartmental major, the Tutorial mus have the approval of the two departments. Normally the two course units are consecutive, in two long terms. Only with special permission may a student complete both units in one long term, or one unit i the Interim.

During the first term of the Tutorial, each studen chooses at least two other faculty members as reader examiners, normally one from within the department and one from outside the department but in the discipline or area of competence most closely related t the subject matter of the tutorial. The tutor and reader/examiners give the student a critical evaluatio of her work during a sequence of meetings held durin the course of study. At the end of the first term, th tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which ma range from a brief report or synopsis to a substantial paper. The student must also have an oral defense o her Tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education course are drawn from the following areas:

1. problems and techniques of abstract or forma reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;

3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;

4. non-verbal aesthetic experience;

5. the literary arts;

6. the history of some aspect of man's cultural development;

7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions — medicine, dentistry, veterinary medicine, public health — a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 56). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Program in Communication is an interdisciplinary study of the communication systems that define our understanding of ourselves and our world. The program begins with rigorous training in various forms of writing and with study of the elements and principles of visual design. The program's emphasis on language extends to the study of foreign languages, computer languages, and the languages of art and music. The student is trained to become critically aware of human expression in all its forms, particularly in public and commercial communication. The student is then able to test her theoretical learning and personal judgment by working as an intern with numbers of local agencies, industries, and institutions.

Recent additions to the facilities of the College permit the student to participate in "hands-on" workshops, courses of study, and independent laboratory experiences with some of the sophisticated technology of audio, visual, and video presentations.

The program is designed especially for students contemplating study and careers in a wide range of fields — publishing, journalism, public relations, advertising, broadcasting, film, and many others. It gives the student an understanding of the principles of communication and of the communications media, and the skills to use that understanding in a career.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership — its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career or life opportunities she embraces.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers an exciting variety of possibilities: experimental courses and projects, travel and field experiences, student exchanges, and interdisciplinary programs. The student can even use the month to study abroad. She may take a formal Interim course, or undertake an academic project of her own design.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every Interim throughout her four years, and receive credit for each satisfactory project.

During a recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Study of Organizational Behavior	Aluminum Company of America
Study of Aspects of Publishing	Columbia University Press
Work as a Paralegal Assistant	Court of Common Pleas Bond Agency
Assisting with Pediatric Dentistry	Marcus Gottleib, DDS
Reporting and Writing News	*Greensburg Tribune-Review*
Assisting in the Microbiology Laboratory	H. J. Heinz Company
Study of Union Administration	United Steelworkers of America
Study of the Creative Aspects of Television Production	WQED Television
Assisting in Economic and Environmental Analysis	Westinghouse Electric Corporation
Study of Acting and Theatre Administration	Dinglefest Theatre Company
Work in the Trust Department	Mellon Bank
Observation of Rounds and Surgical Procedures	Shadyside Hospital

During a recent Interim, too, Chatham offered the following formal projects and courses:

Art:	The Study of Raku
Biology:	Evolution Biological Aspects of Sexual Function
Drama:	Theater in England (based in London)
Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism, and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico (based in Colima) Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom
Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy

Interdisciplinary:

Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

Typical Interim courses include:

Art:	Art History Field Trip: Rome and Florence
Biology:	Marine Biology, Miami, Fla.
Drama:	Rehearsal and Production
History:	British Architecture and Related Social History
Modern Languages:	Survey of German Literature
Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	Philosophy and Feminism
Political Science:	Introduction to Urban Planning

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, required of all freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology:	Man Versus Science
Drama:	Form in Performance
English:	Idea and Form in Literature
History:	Arthur "The Once and Future King"
Modern Languages:	The Liberated Woman: French Existentialist Approach
Philosophy and Religion:	The Quest for Self
Sociology-Anthropology:	Knowledge for What?

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work — on a project of her choice — in an area important to her. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance. And since the student is doing exactly what she wants to do, her work is bound to be highly meaningful and exciting.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Study of anatomy through the use of clay sculpture

Ambulatory health care in the ghetto (with Friendship Medical Center, Chicago)

Children's programming (with WQED)

Planning recreational activities for retarded children

Study of function and structure of the ear (with Eye and Ear Hospital)

Study of the development of children's literature

Study of the influence of Schopenhauer and Nietzsche on Herman Hesse

Emotional outlook of hospitalized children (with Western Pennsylvania Hospital)

Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)

Teaching practicum in Rochester, N.H. elementary school

Criminal court observation

Study of Colonial America, 1620-1763

Paralegal work (with Harlem, N.Y. community law offices)

Computer applications to economics

Simulation as a method in political science

The Baroque era in Germany

Law, ethics, and individual responsibility

Study of practical workings of a health care agency (with the Health and Welfare Association of Allegheny County)

Study of six French suites for the keyboard by Bach

Study of masterpieces in Russian literature

Corporations and Congress

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Public relations:	Ketchum, MacLeod & Grove
International marketing:	Westinghouse Power Systems Company
Law:	District Attorney's Office, Pittsburgh
Pathology laboratory work:	Magee-Womens Hospital
Feature writing:	The Forum
Photography:	Pittsburgh Press
Trust department:	Mellon Bank
Overview of savings and loan operation:	First Federal Savings and Loan
Public affairs programming:	WKTQ Radio
Employee publications:	U. S. Steel Corporation
Overview of hospital operations:	Magee-Womens Hospital
Publishing:	KNOW, Inc.
Teaching arts and crafts:	School for Blind Children
Processing consumer complaints:	Pennsylvania Consumer Protection Agency
Employee publications:	Westinghouse Electric Corporation
Teacher's assistant in early childhood development:	Child Guidance Center
Occupational therapy:	Ivy Nursing Home
Parasitologic examination of zoo animals:	Pittsburgh Zoo
Work with children in reading disabilities:	Home for Crippled Children
Work with parole officers:	State Probation and Parole Board
Study of behavioral aspects of captive birds:	Pittsburgh Aviary
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Communit Planning

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institution (see list above). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Art History in Rome

Political Science in London

French at University of Lyon, France

Spanish in Bogota, Colombia

Sociology at Chung Chi College in China

German at the University of Freiburg

History in Athens

Classics and Archeology at Hebrew University of Jerusalem

Economics at the University of London

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Administrative Secretary, Committee on Study Abroad.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Provost.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future — in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a resumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds — cultural, geographical, racial, religious, socioeconomic — with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional. * Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

Apply early to ensure prompt completion of all preliminary arrangements and credentials. The application date is not considered in selecting candidates, but Freshman Seminar and residence preferences are assigned according to the date on which admission applications are received. For full consideration of class and residence preference, candidates should apply before March 1 for fall entrance and before January 2 for February entrance.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight — as guests of the College — in one of the residence halls.

The Live-in program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. Live-ins begin on Sunday afternoon with an orientation program and

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**In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research purposes.*

close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Admissions Associate. (See pages 111-112 for names and addresses of these representatives.)

3. Upon receipt of the application and fee, the College sends the applicant transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.
4. In February or March, the applicant's credentials are presented to the Admissions Committee for its decision. At this time, the student's record for the first semester of her senior year will be on file.
5. The decision will be mailed to the applicant in March. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

A student may apply as an Early Decision candidate if she has a strong high school record and if Chatham is her first choice. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies in the fall of her senior year and whose credentials include her records through junior year, along with her counselor's and teacher's evaluations, may be granted admission and notified within one month after receipt of her application.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are requested to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Financial Aid Form (formerly the Parents' Confidential Statement) by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September or February entrance should become familiar with the academic program and graduation requirements. Transfer students entering as second term juniors or seniors are expected to be in residence for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of $15.
2. Upon receipt of the application and fee, the College sends the applicant evaluation forms. These forms should be completed and returned to the College by the dean of students and two professors best qualified to describe her academic ability and motivation.
3. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. (The College will obtain high school records directly from the school.)
4. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.
5. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.
6. If at all possible, arrange to visit the campus

and meet with a member of the admissions staff and/or faculty.

7. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 39 for information concerning financial aid for transfer students.

Evaluation of Transfer Credit

About 20 percent of the 600 Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquires should be addressed to the Office of Admissions.

Admission procedure for special students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined on page 23. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended to send an official transcript directly to the Chatham Admissions Office.

The Gateway Program

Chatham College welcomes adult women students The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish t enrich themselves further; and to women seeking th knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use o Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success i and out of the classroom has been notable. They hav contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have no attended a college or university on a full-time basis fo at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications and problems can be given careful attention. Degree candidates should:

1. Arrange for a personal interview with the Gateway Program Director or a member of the admissions staff.
2. File a Gateway Program application form, together with a biographical sketch and a $15 nonrefundable application fee.
3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Degree candidates may apply for financial aid. Fo their first nine courses, they will be charged one-hal the normal tuition. Additional courses, and the fina nine courses in fulfillment of degree requirements, will be charged full tuition.

Adult students who have never taken any college level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination rogram (CLEP). Information can be obtained by writng the College-Level Examination Program, Box 1821, rinceton, N.J. 08540. The admissions staff will also be appy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's egrees may be admitted on a part-time or full-time asis. Students who wish to explore new interests, test neir abilities, or update their knowledge in their major eld, are encouraged to apply. Procedures are the ame as for degree candidates, except that the appliation fee is $5.

Non-degree students must achieve a minimum C verage in order to continue for a second term. Upon ompletion of four courses at Chatham, a non-degree tudent may petition the Committee on Academic tanding to become a degree candidate. The petition nay also be submitted at an earlier time to the Office of dmissions, together with a $10 processing fee. If a tudent is accepted as a degree candidate, all the creds she has earned at Chatham apply toward her deree, and regulations governing degree students beome effective.

eadmission

Students who formally withdraw from Chatham, ther than those who are on formal leaves of absence, re readmitted under the same procedure described r transfers (see page 25). Students are required to eapply for admission if during the previous twelve nonths they have **not**

— formally registered at Chatham
— been on formal leaves of absence
— officially withdrawn from Chatham

They should also arrange for an interview with the Dean of Faculty or Assistant Dean of Faculty. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic Procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at ½, 1, 1½, or 2 course units according to heir listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The maximum normal academic load is 9 units per year. Students will be charged on a per-unit basis for every course that exceeds this limit (See p. 35).

The minimum normal load is 7 units per year. Students with programs below this limit will be conidered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term s considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be disributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Dean of Faculty. In he case of Interim courses, work must be approved by he Interim Committee and the Assistant Dean of Faculty.

Grades

The grades in use are:

A = Excellent
B = Good
C = Satisfactory
D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F = Unsatisfactory performance; no credit.
I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Dean of Faculty is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.

W = Withdrawal from course with no penalty.
WF = Withdrawal from course while doing unsatisfactory work. (Withdrawal from courses after stated deadlines requires the permission of the Assistant Dean of Faculty. A fee will be charged for course changes made after specified times (see p. 31).

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. For these reasons, freshmen are encouraged to take all of their first term courses on the P/F basis. But the option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C
LP = Low Pass; equivalent to D
F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing — the level of advancement she has reached, the quality of the work she has completed — should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Dean of Faculty notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 25).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processing fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the course instructor, the faculty adviser, the Assistant Dean of Faculty, and where appropriate, the Committee on Academic Standing. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Dean of Faculty and the Registrar. In all cases, a fee of $10 will be charged for any authorized course change occurring after the prescribed deadlines.

The use of the W or WF grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W or WF grade is indicated, the student should discuss the matter with the Assistant Dean of Faculty prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Dean of Faculty will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Dean of Faculty.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Dean of Faculty or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial $50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Dean of Faculty. When circumstances warrant, the College has the right to require a student to take a leave of absence.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Dean of Faculty and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Dean of Faculty and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overal progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of th College or which is contrary to the intent of any rules of the College can be considered cause for disciplinar action. At the discretion of the College, this action ma include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationar period may sometimes be used if it can contribute t the total development and progress of the student.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:	
Tuition	$3700
Room and board	1840
Student activities fee	80
	$5620
Payable:	
By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	2700
On or before January 15	2770
	$5620

A tuition may be paid in installments. See p. 38 for details.

Commuting students

Charges for the year:	
Tuition	$3700
Student activities fee	80
	$3780
Payable:	
By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1780
On or before January 15	1850
	$3780

Part-time students

Charges for part time:	
Tuition	$435 per course unit
Payable:	
On or before August 1 (fall term)	$ 435
On or before January 15 (spring term)	$ 435

The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.*

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $165 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting students will be charged $435 per course, and if they wish to live on campus, $220 for room and board.

Other fees

Application for admission $15

The application fee is not refundable and is not credited on any College bill.

Deposit $50

Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15

Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Student activities fee $80

This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee .... $435 per course unit

For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

All financial aid recipients with overload charges should see the Director of Financial Ai after the overload is a reality. They will be grante additional assistance — in various forms — to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee $43

When a senior is permitted, in some emergency to complete all or a portion of her senior year *in absentia*, she will be charged a $435 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee .... $30 per course un

Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and
accident insurance .... $103.80 per yea

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. Th College offers such insurance with Blue Cross o Western Pennsylvania at $103.80 for 12 months Students file claims directly with the insurance agent. Alternate insurance plans are acceptable The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed t the Treasurer. The cost of this insurance plan is subject to change.

Infirmary fee .... $6 per da

The resident student's fee covers seven days' care in the College infirmary. Additional days ar charged at $6 per day. The student must pay for medicine and for part of the College physician' charges ($5 per visit). The College bills the student for medical charges. (See page 43, Medical Services.)

Examination fees $10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee $25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee $30

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee .... $170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $85. Students majoring in music may take four course units of applied music without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.

Term or year program $15
Summer study program $15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Wood-and Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

> Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars ($25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered through the College permits payment of tuition and fees in 12 installments. The first installment of $150 is payable directly to Chatham College by April 20. The remaining 11 monthly installments are arranged through EFI-Fund Management. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payments. A student or parent should apply for this program by April 30. No penalty or interest is charged if monthly payments are made on schedule. An application fee of $25, payable to EFI-Fund Management, will be charged.

Term charges may also be paid in monthly installments, August 1 through December 1 for the fall term, January 1 through May 1 for the spring term. This plan carries a finance charge at the rate of 8¾% per year on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a retail installment contract. This plan is offered through the Richard C. Knight Insurance Agency and is formally called the Installment Payment Plan (IPP).

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work-Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board, except for the $150 deposit. A student wh files a notice of withdrawal after the start of classes, bu before the conclusion of the fourth week of the term will be liable for forfeited charges in the amount of 5 percent of tuition, room and board, and fees. If sh notified the College of withdrawal at the beginning o the second week of classes or prior to the end of th fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residenc hall only, $150 will be forfeited prior to the first sche uled day of occupancy. On or after the first schedule day of occupancy but prior to the end of the fourt week of classes, the student will be liable for 100% room and a pro-rated portion of board. This policy i applicable where a student has arranged for on-campus residence or was required to but did not ob tain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upo withdrawal. Where payments to date are greater tha the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exceptio after the first four weeks of classes. All refunds must b requested in writing.

Withdrawal for this purpose will be considered a encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Dean of Faculty or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial $50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $5650 per year. They do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For $380 in earnings, a student works about six hours a week, nine hours a week for $570, and twelve hours a week for $759.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate, or professional schooling. Repayment and interest, at three percent a year, begin nine months after the student ends her studies. The repayment may be extended over ten years.

The debt may be partly or totally cancelled if:

1. the recipient teaches handicapped children full-time or
2. the recipient teaches in public or nonprofit elementary or secondary schools which, according to the U.S. Commissioner of Education, have a high enrollment of students from low-income families.

If the borrower is studying at least half-time in the U.S., or at an approved institution outside the U.S., repayment of the loan and interest will be deferred for that period. Repayment is also deferred up to three years when a borrower is a member of the Armed Forces of the United States, or a volunteer in the Peace Corps or VISTA.

The borrower must arrange a schedule of monthly repayments before she leaves Chatham College.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form (formerly known as the Parents' Confidential Statement) should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after December 1, 1978).
2. The Chatham financial aid application.
3. A copy of the first page of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer, when funds permit.

Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1,500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Women who plan to follow careers in the concert, operatic, or teaching fields are given priority.

The Michael L. Benedum Scholarships are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The awards are for West Virginia residents only.

Glenda Rich DeBroff Memorial Scholarship is available each year to a student who shows promise of high academic achievement, motivation and service to the Chatham College community. The award is made to a student in financial need for the support of a Chatham-sponsored Interim project.

Linda P. McGurk Scholarships are available each year to students who, without such assistance, would be unable to attend the College.

The Chatham Scholars Program awards several grants annually, regardless of the financial aid needs o the recipients.

Special program for students from middle-income families

Gilsdorf Scholarships are available for entering freshmen from middle-income families who do not qualify for the usual sources of financial aid, including college, state, and federal funds. Three $1,000 scholarships, renewable for four years, will be awarded on the basis of academic excellence, creativity, and future promise.

College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 36, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. (See p. 36, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen — as Art Tutorial 603-604 — the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma — as Art 101, 102 — the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's office.

Departmental Areas

(See also Program Areas, Areas of Study)

Art

Major Requirements in Studio Art:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 36, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:
Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.
Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.
The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

113. Fundamentals of Sculpture.
A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.
A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.
Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

123. Textile Design I.
A broad investigation of design on fabric. The techniques of dyeing, printing, painting and surface ornamentation will be explored. Applied art fee.

124. Relief Printing.
An introduction to the practice and history of woodblock, wood engraving and linocut printing. Applied art fee.

192. Basic Photography.
A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.
The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.
Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.
Prerequisite: Art 104 or permission of instructor.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

206. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 205 or permission of instructor. Applied art fee.

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102, or permission of instructor.

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

Prerequisite: Art 101 or 102 or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of nonferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

220. Establishment of a Small Bronze Foundry.

The creation of the elements of a foundry using space-age materials to enable students working in wax to produce small bronze castings with the ceramic shell process. Applied art fee.

223. Textile Design II.

A continuation of Art 123 with emphasis on three-dimensional sculptural concepts in fabric design. Students will have an opportunity to pursue individual projects. Prerequisite: Art 123 or permission of instructor. Applied art fee.

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

313, 314. Advanced Sculpture.

Prerequisite: Permission of instructor. Applied art fee.

501, 500, 502. Independent Study.

603-604. Tutorial.

Art History Courses

133. Survey of Western Art I.

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieva period in Europe.

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

160. Introduction to the History of Film.

A survey of the development of cinema as an art form from its beginnings up to recent times. A broad range of films will be examined including silent narrative fiction films from their beginnings with filmmakers like D. W. Griffiths in the United States through their development in Germany, France, anc Russia in the 1920's; the introduction of sound to narrative films and the subsequent development of cinema in Europe and the United States; the relationship of documentary films to narrative films; and new directions in film in experimental cinema.

230. Art History Field Trip.

An extensive tour during Interim of major sites anc museums in a culturally significant area of Europe (e.g., Rome and Florence, Greece). In consultation with the instructor during the Fall Term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

245. Ancient Art.

A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor.

247. Medieval Art.

A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.

A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.

A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, including courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor.

256. Modern Architecture.

Lectures and discussions will analyze and compare architectural styles and functions in the 20th century. Special attention will be given to opposing theoretical positions, from the Bauhaus to "pop."

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

271. Museum Practice: Cataloguing a Permanent Collection.

An introduction to museum techniques. Using Chatham's permanent collection, students learn how to identify, describe, and prepare catalogue entries for works of art according to accepted museum practice. Students maintain an acquisitions book, select works from the collection for an exhibition and prepare the exhibition catalogue. Prerequisite: Art 133 or 134, or permission of instructor.

330, 340, 350. Seminar in Art History.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:

For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 241, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Physiological psychology may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units, including the requirements for the B.A. degree and three additional course units in mathematics, physics, or chemistry.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, "Human Sexuality;" Biology 123, "Nutrition;" Biology 124, "Food: Production, Politics and People;" Biology 141, "Evolution;" Biology 153, "Human Genetics;" and Biology 155, "The Cell."

045. Freshman Seminar: Current Topics in Health and Nutrition.

Rapid advances are being made in all areas of human health. This seminar will examine current topics in medicine and nutrition and consider the significance of these advances for the individual and society. Possible topics include aging, cancer research, euthanasia, vitamin research and fad diets.

049. Freshman Seminar: Man vs. Science.

A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control, and the prolongation of life will be included.

120. Human Sexuality.
A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.
An introduction to the science of nutrition. Consideration will be given to the nutrients — their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.
An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.
The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.
A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.
An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics.

155. The Cell.
The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory.

191. Biology vs. Culture.
The biological and sociological factors in human behavior will be discussed. A variety of sources will be utilized to analyze these two different influences on human behavior. No background in either field will be assumed.

201. Invertebrate Zoology.
A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.
A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.
A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.
The study of fundamental characteristics of bacteria

and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 103 and 104 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Biological Effects of Water Pollution.

Field and laboratory studies of the effects of water pollution on biological systems. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. One three-hour meeting per week plus one hour of discussion. Prerequisite: Biology 143, 144.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

303. Molecular Biology.

This course covers the tools and concepts relating to macromolecules in biological systems. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Prerequisite: Biology 143, 144.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Chemistry

Major Requirements:

B.S. Degree: 14½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

100. Chemistry for the Consumer.

The use of chemistry in making wise consumer choices and understanding how various consumer products work. Topic areas will be food additives, cleaning products, cosmetics, permanents, antacids, aspirin and other drugs. Other products will also be studied depending on student interest. The course is designed to be a practical approach to everyday problems answering such questions as: What is hair? Does Protein 21 really beat the frizzies? Does Rolaids really neutralize 47 times its weight in stomach acids? There will be daily lectures and occasional workshops on consumer products. No science background is necessary. This course will not fulfill any course requirement for a major.

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemisry. Three recitations and a two-hour laboratory weekly.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

116. Contemporary Topics in Chemistry.

Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. This course is designed for students majoring in areas outside the sciences and is not intended to serve as a substitute for Chemistry 101 or 103. Three lectures and a recitation session weekly.

205. Organic Chemistry.

A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.

Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course.

216. Organic Chemistry Laboratory.

Six hours of laboratory weekly. Prerequisite: Chemistry 215. Corequisite: Chemistry 206. ½ course.

236. Chemical Products and Processes.
An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.
Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly, and six hours of laboratory weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.
Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:

11 drama courses, including Drama 101, 102, 103, and the tutorial.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama.

101, 102. Theatre Workshop.
Voice and movement for the stage. Practice and projects to extend personal capabilities and, when appropriate, background theory. Work second semester leads to a production. ½ course.

103. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.
Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.
An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.
A study of plays from Pinero to Pinter.

108. American Drama.
A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins.

130. Rehearsal and Production.
The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.
The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

181. Contemporary Black Drama.
A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.
A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. World Drama.
Studies in the development of drama from Greek classics to nineteenth century realism.

202. Modern European Drama.
Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

205. Playwriting.
A consideration of the special problems of writing for the stage. Student work will be sympathetically read and constructively criticized.

208. Contemporary Dramatic Expression.
An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and nondescriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets.

210. Dramatic Criticism.
Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts.

212. Theatre History.
A study through reading of period plays and other sources of the theatres, staging practices, and relationships between the play and its audience, from the Greek Threshing Circle to the Circle in the Square. A research project will be part of the work of the course.

303, 304. Directing.
Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104,

and/or 105, 106. First term is prerequisite for the second term.

322. Special Topics: Pittsburgh Public Theatre.
There will be special opportunities for study, primarily as Independent Study or as Internships, with the Pittsburgh Public Theatre during its Spring Season at Chatham campus.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:
10 courses, including Economics 101, 102, and the tutorial.

Students interested in continuing their studies in economics are strongly urged to take Mathematics 107, 108, and 110.

001. Freshman Seminar: Introduction to the Analysis of Economic Problems.
Selected economic problems will be discussed using simple analytical concepts and methods which will be developed during the seminar. The problems to be analyzed will be selected on the basis of current national or international issues as reflected by the media.

101. The American Economic System: Macroeconomics.
An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy.

102. The American Economic System: Microeconomics.
The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101.

113. Money and Banking.
The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101.

201. Current Economic Issues.
The tools of analysis developed in Economics 101 and 102 will be used in the context of exploring selected economic issues. Topics may include environmental problems, the energy crisis, the international monetary system, inflation and unemployment. Emphasis will be placed on analytical thinking and writing. Prerequisite: Economics 101 and 102.

211. Seminar: Macroeconomics.
This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101 and 102.

212. Seminar: Microeconomics.
An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 101 and 102.

214. Public Finance.
An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

221. Women and Economics.

This course applies basic concepts of economic analysis to women's participation in economic processes. Included are topics such as time allocation theory, family and household size and structure, fertility, mortality, labor markets, education, income transfer programs, and health care delivery systems. Prerequisite: Economics 101 and 102.

223. Industrial Organization and Public Policy.

This course analizes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. antitrust laws and regulatory commissions. Prerequisite: Economics 101 and 102.

282. Black Community Economic Development.

This course deals with a definition of the character of the Black community as it relates to the American economic and political system. From readings, lectures, and class discussions, the students and the instructor will attempt to decide the issue of whether or not a separate Black economy actually exists. Major emphasis will be placed on the historical aspects of Black business development. (See also Black Studies.)

321. History of Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill Marx, Veblen, and Keynes. Prerequisite: Economics 101 or 102.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the Nationa Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, English, Spanish, French, German, mathematics, and comprehensive social studies. The required professional program for Early Childhood Education (N-3) includes Education 102, 201, 208, 211 215, 322, 414. The required professional program fo Elementary Education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle Schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the Middle School. Students in all programs must earn recommendation by the College fo certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of Special Education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learn-in situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences — microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

Students analyze the role of the American high school — urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classroom are continued. Specific focus on materials, methods and curriculum in the student's subject matter specialization field is developed in close cooperation with th academic major professor. Prerequisite: Education 102.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in thi course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, eac student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of a in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.
Students plan sequential observation and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); two courses in single or comparative authors, one of them Shakespeare; an upper-level course in expository writing (i.e., 103). English 102 does not count toward the major.

001. Freshman Seminar: The Contemporary Experience.
Significant twentieth-century literature is selected to introduce the student to principles of literary criticism, with emphasis on close reading, on the ways the elements of literature can be used, and on clear critical writing.

102. Expository Writing I.
A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.
A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

111. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.)

112. Content and Form in Fiction.
Analysis of the form of the short story and its relationship to longer forms of fiction, the novella and the novel. A study of the idea of expressive form, of the mutually qualifying relationship between the idea in a work and the structured elements of fiction with which the author expresses the idea. Reading to include works by American and continental writers of the 19th and 20th centuries.

138. Western Mythologies.
The course will explore the differences among such ideas as "myth," "mythology," and "legend," and will illustrate these ideas with readings from the Bible, Greco-Roman tales, and Norse legends. The course will also explore notions of "imitation," "derivation," "allusion," and "influence" in the uses of inherited mythologies by later writers.

141. An Introduction to Descriptive Linguistics.
Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals

primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: A basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.

A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Augustan Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, FitzGerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers: 1800-1855.

A study of cultural developments in America in the first half of the nineteenth century, with emphasis o the writings of Poe, Hawthorne, Emerson, Thoreau and Melville.

217. Major American Writers: 1855-1945.

A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the Canterbur Tales, Troilus and Criseyde, and the shorter poems with attention to the form, content, language, and cultural background. Prerequisite: English 210 or pe mission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedie histories, and tragedies as literary, dramatic, and Elizabethan art.

230. The Rise of the Novel.

A study of the antecedents of the novel and its development as both a literary form and an expression o currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of th Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth century English nove both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as ar informing spirit, and as a philosophical problem. Th course is concerned largely with drama of the Wester world from the Greek tragedians to the present, bu includes also critical theories of tragedy and severa tragedies in fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as ar informing spirit, and as a philosophical problem. Th course will consider the practice of comedy in all literary genres and in other media (notably graphic art and motion pictures) and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

322. Seminar: Special Topics: Shakespeare's Problem Plays.

An intensive study of Shakespeare's five tragicomedies, *The Winter's Tale*, *Cymbeline*, *All's Well that Ends Well*, *Measure for Measure*, and *Troilus and Criseyde*. Prerequisite: English 222.

326. Seminar: George Eliot.

The course examines the major novels of George Eliot.

328. Seminar: Jane Austen.

A study of Austen's canon, chronologically analyzed, with reference to novels she knew and later novelists she influences.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.

601. Tutorial.

The completion of work begun in an upper-level seminar, the tutorial must have the approval of the department.

603-604. Tutorial.

A course for those students who have not taken English 601.

History

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Corollary Requirements:

Students majoring in history are required to take at least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134; at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include at least one course chosen from Political Science 211 or Sociology 207; and at least one course each in Economics, Political Science, Psychology and Sociology/Anthropology.

Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

005. Freshman Seminar: Women in United States History 1865-1945.

The course examines the place of women in U. S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary materials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

101. The History of Western Civilization to 1600.
The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization since 1500.
A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.
The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138, 139. The Role and Status of Women in Historical Perspective.
An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long-held assumptions about women.

141. Russian History.
A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

142. History of the Soviet Union.
The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

143. Introduction to Asian Civilization.
After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

150. Popular Culture and the Media, 1900-1950.
The course examines two areas of popular culture, pulp magazines and radio serials, during the first half of the twentieth century. Questions such as how these two media compare to other popular cultural forms, how they play upon the "psychology of continuity," and how they were received by contemporary audiences will be considered.

151. United States History, 1600-1865.
The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History since the Civil War.
This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

155. Opposition to Wars from the American Revolution to Vietnam.
The study of war has largely been confined to military and diplomatic analysis. This course proposes an alternative approach of viewing war as a cultural/socio-

logical phenomenon which can serve as an index of contemporary American values and institutions. Adopting such an approach we will examine those who opposed U.S. participation in various wars: the Loyalists in the American Revolution, Thoreau and others who opposed the Mexican War, the anti-imperialists of the 1890's, the pacifists and nationalists who decried World War I, the antiinterventionists of the 1940's, and the protest movement against American involvement in Vietnam.

160. Past, Present, and Future.

An introduction to the nature of change (primarily technological and scientific) and human response to the challenge of change. After establishing an historical frame of reference, the course will examine forecasts of prominent authorities in the field of "futurology." A major objective will be to identify and evaluate one's personal values as a basis for decision-making in a rapidly changing society. Readings, discussions, guest speakers and films.

187. Afro-American History.

Survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization. Students will engage in genealogical research.

205. Ancient Greece.

The course will follow the development of Greek civilization from the Minoan Age to the Third Century B.C. The following will be considered: The Minoan and Mycenaean civilization, the Persian Wars and Herodotus' history of them, the emergence of the city-state and its flowering in Periclean Athens, the Peloponnesian Wars and Thucydies' history of them, and the rise of Alexander the Great and the Hellenistic World. Special emphasis will be placed upon the philosophical, artistic and literary contributions of Hellenic civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of the Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

221. Europe in the Nineteenth Century.

The reshaping of European society and politics following the French Revolution and the Industrial Revolution as reflected in people's daily lives and the fate of empires. The course examines the ideologies of the period as well as its cultural and scientific achievements.

222. Europe in the Twentieth Century.

Europe's wars and revolutions since 1914, the power struggles of states, and the conflicting pressures of mass movements and privileged classes provide the focal points of the course. Philosophy and the arts will be studied as historical documents of Europe's decline up to 1945 and its subsequent resurgence under the shadow of the two superpowers to the East and West.

224. The Cold War since 1917.

A study of international relations among the major powers after 1917, the peace-making process after the First World War, the challenge posed by fascism and Nazism, the Second World War, the postwar's "new Europe," and the national and communist revolutions in Asia, Africa, and Latin America. American anticommunism and the Vietnam War will be explored.

231. The Age of the English Revolution, 1558-1688.
The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor.

253. Puritans in Old and New England: The Moral Athletes.
The Puritan faith is at the heart of Anglo-American experience in the early modern period. We will examine their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.
This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The American Experience of the Second World War.
The course focuses upon the impact of World War II upon American life of the 1940's, the manner in which total war altered attitudes and modified institutions. Topics include the psychological ramifications of war and the economic repercussions of the war effort. Special attention is paid to women, family, children and marriage. In order to understand more fully the war as it was perceived at the time, readings will be confined to primary materials. In addition, students will examine how the war was portrayed in movies, radio, and comic strips.

257. American Cultural History: Puritans to Abolitionists.
This course traces the evolution of American culture from the Puritans to the Abolitionists. It focuses upon Puritanism, Quakerism, the evolution of a "revolutionary mentality," the Enlightenment, religious revivalism, Transcendentalism, and the reform movements of the Jacksonian period, especially abolitionism. The effort to develop a distinctive "American" culture will be highlighted.

258. American Cultural History: The Industrial Age to the Plastic Age.
The course focuses upon post-Civil War cultural developments including Black self-discovery, acculturization, Social Darwinism, the emerging "materialist ethic," feminine ideology, and the displacement of the genteel tradition by the mass media. The role played by social inequality, increased reliance upon institutions as cultural agents, and technology in the shaping of cultural attitudes will be analyzed.

259. America: The View from the Outside.
The course will examine American events from a non-American perspective. Its purpose is to puncture the "Americancentricity" of United States history, to broaden understanding of the American past by seeing it "from the outside," and to explore the feasibility of approaching national history from an international perspective. Readings will include travel accounts and studies of American repatriates.

372. An Inquiry Into the Nature and Meaning of History: Its Theories and Methods.
An examination of the evolution of historical thought from the Ancients through the Moderns to the contemporary debate concerning What is History? How should it be conceived? How should it be written? And what is its significance in today's society?

501, 500, 502. Independent Study.

603-604. Tutorial.

Mathematics

Major Requirements:
12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and univer-

sities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses: Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. Placement surveys and interviews will be scheduled prior to the beginning of each term to assist students in their enrollment plans.

101. Elementary Calculus, Physics, Applications I.
Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.
Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.
History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.
Measurement and approximation. Coordinate systems. Relations and functions. Introduction to the computer. Review of essential skills in geometry and algebra. Emphasis on analysis and solution of statement problems. Examples drawn from chemistry, biology, economics, physics, and management. Prerequisite: Two years of college preparatory mathematics.

107. Models, Decisions, and Calculus I.
Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Functions, matrix theory including linear programming, sequences and series used in finance. Introduction to differential calculus. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

108. Models, Decisions, and Calculus II.
Differential and integral calculus with applications to problems in economics and management. Decision-making techniques. Probability theory. Gathering and organizing information. Curve fitting techniques. It is recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.
Introduction to data processing machinery. Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.
Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

130. The Use of Mathematics for Personal Finance Decisions.
A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed). The use of mathematics as an aid in the decision-making process will be emphasized.

212. Probability Theory and Applications.
Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.
A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.
Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.
An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.
Theory and problems in motion, particle dynamics, oscillations, fluid mechanics, and waves in elastic media. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 102 or 108 or equivalent.

252. Physics II.
Theory and problems in thermodynamics, electricity and magnetism, and light and optics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.
Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.
Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.
Continuation of Mathematics 327: topology of R^n, vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.
Introduction to elements of modern abstract algebr including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.
Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

12 courses in French, including the tutorial. Freshman seminars, French 101, 102, 103, 104, 107, 127, and 191 are not considered part of the major. The following nine courses are required of majors: French 205, 207 or 208, and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 219 before the senior year. Students may exempt or replace one or more of these course requirements by permission of the department.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

French

001. Freshman Seminar: Feminism and Existentialism.

A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others,* an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101, 102. Elementary French.

The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate French.

A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination.

107. Introductory Reading Course in French.

For the student who has had no previous experience with French, who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use.

111. Modern French Readings.

Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 104 or placement examination.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil, deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.

The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor. Pass/Fail.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

191. The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

205. Grammar and Composition.
An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 104 or placement examination.

207. Conversation.
Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 104 or placement examination.

208. Conversation.
Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 104 or placement examination.

212. Prose I. Writers from 1500-1700.
A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or placement examination.

213. Prose II. Writers from 1700-1850.
A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes, lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or placement examination.

214. Prose III. Writers from 1850-1950.
An examination of the major literary movements o the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or placemen examination.

215. Poetry I. Poetry from Villon to Baudelaire.
The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or placement examination.

216. Poetry II. Poetry from Baudelaire to Appollinaire
Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207 208, or placement examination.

217. Theatre I.
Theatre from the Middle Ages to 1700.
The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molíere. Prerequisite: French 207, 208, or placemen examination.

218. Theatre II.
Theatre from 1750-1950.
A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or placement examination

219. French Civilization.
The cultural heritage of France: the interrelation o its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination.

221. Seminar: Explication de Texte.
A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examination.

222. Seminar: French Literary Criticism.
A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination.

223. Seminar: Special Topics in French.
The investigation of important aspects of the French language not usually dealt with in literature courses, such as Old French, phonetics, prosody, etymology, slang, stylistics, problems of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101, 102. Elementary German.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate German.
A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination.

140. Intensive Conversation and Grammar Review.
A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor.

205. Grammar and Composition.
An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken German. Devoted to developing acceptable pronunciation, increasing vocabulary, and improving fluency through discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.)

211, 212. Survey of German Literature.
An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination. Offered alternate years.

215. German Civilization.
The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination.

220. Seminar.
Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department.

245. The Classical Period.
An introduction to the historical and cultural background of the Classical period. Reading of representa-

tive works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.)

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department.

320. Seminar.

Studies in particular areas of German literature, language and culture. Prerequisite: Two 200 level courses in German or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

003. Freshman Seminar: The Role of Women in Russian Society Through Literature.

A comprehensive study of the role of women in Russian society through reading and analysis of the representative Russian literature. Works such as *Anna Karenina* and *Resurrection* by Tolstoi, *The Three Sisters* by Chekhov, and others will be studied in the context of "a woman's place" in the Russian society of the day. Students are not required to have or to develop a knowledge of the Russian language as the course, including the readings, is given in English.

101, 102. Elementary Russian.

The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Russian.

A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination.

126. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement.

127. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed*.

128. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

129. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko — fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination.

501, 500, 502. Independent Study.

Spanish

101, 102. Elementary Spanish.
The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week.

103, 104. Intermediate Spanish.
A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination.

205. Grammar and Composition.
An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination.

219. Literature of Central America.
An introduction to the literature of Central America of the twentieth century. Prerequisite: Spanish 212 or placement examination.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101, 102. Elementary Italian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Italian.
A continuation and review of grammar, along with readings in aspects of Italian civilization and repre-

sentative literary texts, with practice in spoken and written Italian. Prerequisite: Italian 102 or placement examination.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts from writers of the classical period. Latin elements in English stressed. Recommended for premed and pre-law students.

141. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences, and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: a basic knowledge of at least one other language, such as might be acquired by three or four years of study in high school or two in college or permission of the instructor.

Music

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 203, 204, 305, 306, 223, 224, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See page 37, Aplied Music fee.)

Materials of Music

101. Materials of Music I.

A study of scales, intervals, triadic structures in progression and phrase organization correlated with development of aural, keyboard and writing skills.

102. Materials of Music II.

Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.

Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth century. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 203 or equivalent.

204. Materials of Music IV.

Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

305, 306. Counterpoint.

Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term.

History and Literature of Music

103. Seminar in General Music.

General musical terminology and the enjoyment of classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods.

110. Problems in the Performance of Twentieth Century Music.

Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Emphasis on more progressive tendencies, their philosophic orientation and unique production problems (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. Contrast with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music.

111. Music through the Renaissance.
Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance.

112. Music in the Americas.
The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.
A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.
An examination of opera as a combined art form beginning with its origin in Italy and including significant contribution of the lyric theatre in Europe and America.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music: Teaching Innovations.
The course studies the various stylistic tendencies and experimental developments in the music of the twentieth century. It examines, both philosophically and practically, the contributions of Orff, Kodály, and Suzuki to the teaching of music. Open to non-majors as well as majors.

120. Basic Harpsichord Techniques.
Development of the basic techniques requisite to musical performance on the harpsichord. Attention will be given to the practical aspects of tuning and servicing the instrument as well as to the acquisition of the special technical and musical equipment necessary for the realization of the most accessible repertoire. Both group and individual study will be involved. Prerequisite: Permission of the instructor.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

124. Music Journalism.
A study of writing about music and its performance from the reportorial point of view. A consideration of the qualifications of the music writer and of the criteria of reportage. Included will be readings in the history and aesthetics of music and analysis of selected criticism. Class projects will involve attendance at concerts in Pittsburgh and will aim at the development of writing skills.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.
Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.
Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music fo various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:

10 courses in philosophy including one introductor course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take a least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Philosophy

013. Freshman Seminar: Sense, Reason, and Imagination: Reflections on Poetry, Science, and Religion.
The purpose of this seminar is to explore and thin critically about some of the recent books and essays dealing with characteristics and problems (e.g., the nature and relation of knowledge and value, the role o imagination in discovery, the meaning of "truth," etc.) which are common to the achievements of mankind in the arts, sciences, and religion. Among the works to be considered are Bronowski's *Science and Human Values*, Eiseley's *The Immense Journey*, and Pirsig's *Zen and the Art of Motorcycle Maintenance*.

100. Introduction to Critical Thinking.
The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logical order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

05. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political nd social thought and especially the range of soluions to the problems of authority, obedience, freedom equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

11. Introduction to Philosophy: Logical Problems.

The course will begin by teaching a student to ecognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic n scientific methodology will be examined. Finally the tudent will analyze traditional arguments offered in upport of and against statements of religious belief.

13. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

19. Logic.

An introductory study of classical and modern logic.

30. Philosophy of Education.

A discussion oriented study of some of the normaive questions and issues arising from philosophical eflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, o communicate information, to "develop" the student, or to socialize the student? What role do value udgments play in theories of education, in teaching models, etc.? This course is open to any student who is nterested in reflecting upon education.

41. Philosophy and Feminism.

An examination of contemporary philosophical writng concerning the meaning and justification of femnist claims. Of special concern is the current controversy concerning the morality and/or legality of reverse discrimination.

151. Ethics.

An examination of the major rival ethical theories of Western philosophy, together with an assessment of the skeptical and relativistic challenges to the possibility of any ethical knowledge.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Problems of Knowing and Being.

An historical introduction to philosophy which may be taken as either a second course in philosophy by a freshman or a first course by sophomores, juniors, and seniors. Through readings, lectures, and discussions the course will explore the changes in emphasis which have characterized the attempts to understand the nature of knowledge and existence from the Greeks to the present. Readings will be primarily from Plato, Aristotle, St. Augustine, Thomas Hobbes, Immanuel Kant, William James, and Martin Heidegger.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegal, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed freshman seminar or an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophie through selected writings of Dostoevsky, Kierkegaard Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.

An examination of the most influential attempts t understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such a John Dewey and Richard Hare. The relation of ethica ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.

The course is concerned primarily with the though of the men who constitute the so-called classic Amer can philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy.

274. Seminar in Susanne Langer.

Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.

Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

292. Philosophy of Mind.

This course will focus on the mind-body problem. I will examine such questions as: Is there a non-materia soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

294. Issues in Contemporary Social and Political Philosophy.
This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in Philosophy and/or Political Science 105 is recommended.

296. Philosophy and Public Affairs: Special Topics. World Hunger: Morality and Policy.
This course will examine normative problems arising from world hunger. A wide range of issues will be discussed: the effects of starvation, the population explosion, the economic development of third-world nations, the justifiability of political coercion, the green revolution, "lifeboat ethics," "spaceship earth," "triage," the morality of wealth, the right to life, productive and distributive justice, vegetarianism, and animal rights. Answers to the following moral questions will be explored: Is action to alleviate world hunger a prudential issue and not a moral issue at all? If the issue is indeed a moral issue, is the action properly seen as a moral duty or merely as an act of charity? Who is obligated to act — a nation or individuals only? Are affluent societies only obligated to help when it requires no significant national or personal sacrifice? Should such action be carried out with political interests in mind? Should the receiving nation curtail its population growth before receiving food assistance? What is the most effective way of implementing a decision to assist famine stricken nations?

302. Seminar in Immanuel Kant.
An intensive examination of certain parts of *The Critique of Pure Reason.* Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

321. Seminar on Art and Religion.
This seminar will explore through philosophical and literary essays, as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, e.g., the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Suzanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.
An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

121. New Testament.
A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church.

151. The Comparative Study of Religion.
A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.
An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism, and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.
An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.
An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

202. Modern and Contemporary Christian Thought.
An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the modern critique of religion, and the relationship between faith and history. Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

224. Religious Language and Truth.
This course examines the relations between descriptive language and expressive language (e.g., analogy, metaphor, symbol, myth) in the communication of religious truths, to see if some meaning is lost by demythologizing. It will focus on the Christian tradition.

232. Religion and Morality.
A study of the interaction between religion and morality focusing on contemporary concerns and problems. Attention will be given to understandings of the self, the nature of values, the question of ethical objectivity and decision making, and to selected issues in personal and social ethics.

501, 500, 502. Independent Study.

Physical Education

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.
Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

117. Racket Techniques—
Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the de-

velopment of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course.

151. Swimming-Aquatic Skills.
Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving—American Red Cross.
Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instruction—American Red Cross.
Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.
Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. ½ course.

254. Gymnastics.
Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.
For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.
For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

148. Classical Ballet.
Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

149. Classical Ballet II.
This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. ½ course.

150. Folk and Court Dancing and Their History.
History of western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth century times will be reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations will be studied. The relationship of folk dancing to religious ritual, folklore, folk music, and folk culture will be considered.

501, 500, 502. Independent Study.

Political Science

Major Requirements:
11 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

001. Freshman Seminar: Sex Discrimination and the Law.
An examination of past and present sources of discrimination experienced by men and women in the United States, and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the "Equal Rights Amendment" are

among the topics to be discussed. Writing skills, class participation, logical thinking, and the use of library and community resources will receive special attention.

101. American Political Processes.
This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.
An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.
A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

105. Introduction to Political and Social Thought.
An introductory exploration of the fundamental normative questions of politics and social life. This course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class.

140. The Politics of the Energy Crisis.
This course considers the origins, development, an consequences of the energy crisis, and the response c the American political system to this crisis. Readings individual research, and local resource persons are utilized in an effort to achieve better understanding of this complex area.

201. The American Judicial Process.
This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Governmental Powers and Relationships.
An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.
An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course wil consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of

such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political Research.
An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.
An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Foundations of Contemporary Political and Sociological Theory.
This course examines the work of five major social and political theorists (Burke, Marx, Weber, Durkheim, DeTocqueville) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the effects of the Industrial and French Revolutions and in terms of their perceptions of the basis of political and social authority; the nature of human history; the major political dilemmas facing modern life; and the properties of a science of human behavior.

216. Urban Politics.
An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

217. International Organizations.
A survey of early theories and examples of international organizations followed by a study of the League of Nations and the United Nations. Major topics include great power struggles in the Security Council, the emergence of interest blocs in the General Assembly, and the activities of functional, regional, and economic organizations within and without the United Nations. Prerequisite: Political Science 104 is recommended.

220. Group Study in Law: Field Placement.
Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

221. Philosophy of Law.
An intensive study of legal philosophy. Topics discussed will include general legal theory; the end, definition and function of law; judicial reasoning; rights and obligation; obedience; liability; responsibility; property and justice. Special attention will be given to two topics: law and morality and the moral justification of punishment. Some case studies will be included in the reading. Prerequisite: Political Science 105, or consent of the instructor.

225. United States Foreign Policy.
A survey of the factors and forces which shape the making and implementation of American foreign and defense policy. The course emphasizes the impact of the policy-making process itself on eventual decisions and specifically examines several important foreign policy issues: defense policy; foreign economic policy; America's role in the Third World and the Middle East; and detente. Prerequisite: One 100-level course in political science.

226. Problems in American Foreign Policy.

An examination of problems which arise in the formulation, adoption, and execution of American foreign policy. Examples of such problems are the respective roles of President and Congress; the influence of special interests, media, and public opinion; and the nature and control of intelligence operations. Prerequisite: Political Science 104 or 225, or permission of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.

An examination of the techniques of political propaganda and their effects on public opinion in contemporary America. Of particular interest will be the role of the mass media (especially television) and computer technology as propaganda instruments in election campaigns. Prerequisite: One 100-level course in political science or sociology-anthropology.

238. Congress and the Presidency.

A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor.

281. Black Politics: Strategies and Tactics.

This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

294. Issues in Contemporary Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in philosophy and/or Political Science 105 is recommended.

305. Political Leadership.

An investigation of what factors motivate individuals to seek political power and, once in power, what factors affect political leadership behavior (i.e., personality, environment, social characteristics). Case studies of both elected and non-elected political leaders will be utilized. There will be a critical analysis of the various models which attempt to explain leadership behavior and motivation. Prerequisite: Political Science 101 or 108 or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:

12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and one course unit of 503, 504, or 505 must be completed in the junior year; one course unit of 503, 504, or 505, may be substituted for 302. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course).

Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

002. Freshman Seminar: Intelligence in Science, Politics, and Everyday Life.

Surveys of the history of concepts of intelligence tests; development and use of standardized intelligence tests; interaction of the testing movement with political pressures for individual freedom of opportunity; and the implications of tested intelligence and academic achievement for individual levels of occupation and income.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion weekly.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also Black Studies.)

211. Research Design.

An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109, 110 or equivalent.

221. Learning: Basic Processes.

Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

221A. *Laboratory.*
Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A)
Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. *Laboratory.*
Designed to familiarize students with the methodology and analysis of research in human learning. Both replication of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)
Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

223A. *Laboratory.*
Experiments and demonstrations of the major perceptual phenomena will be performed by the students. ½ course.

224. Motivation. (Group A.)
Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. *Laboratory.*
Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology.
Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101.

231A. *Laboratory.*
Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)
Lecture. A survey of modern research literature o complex individual differences, to illustrate concepts types of problems and methods, and their relevance t extant "theories" of personality.

232A. *Laboratory.*
Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)
Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. *Laboratory.*
Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology.
Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. *Laboratory.*
Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)
Lecture. An examination of the basic principles of animal behavior with emphasis on social behavior, social organizations, and communication.

242A. *Laboratory.*
Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. ½ course.

251. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)

An overview of psychological development from birth through adolescence.

253. Child Psychopathology.

Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisite: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

350. History of Psychology.

Main trends in the history of the science as revealed in the development of major research problems.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Major Requirements:

11 course units, including the tutorial. Students majoring in Sociology-Anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 207, 214 and 218. Mathematics 110 or Psychology 109 and 110 can be substituted for 208. Majors should take 101, 207, and 208 by their sophomore year and 103, 104, and 214 by their junior year. Majors are required to take three electives in the department and are strongly urged to take courses in philosophy, political science, history, psychology, and economics.

The major program is designed to deepen, and demystify the student's analysis of her own and other societies; to provide her with the scientific and imaginative skills by which such an analysis can be made; and to establish a context in which she can learn to evaluate and examine for herself the major social issues confronting her own and other societies.

The following interests are represented among members of the department: deviance and criminology; women's studies; social stratification; social psychology; social problems; western industrial societies; formal organization; the sociology of knowledge and beliefs; economic development; 19th century social and political thought; Marxian anthropology; political, economic, and urban anthropology; and Asian societies.

003. Freshman Seminar: Freedom and Constraint in Social Life.

This seminar analyzes some of the psychological, social, economic, and political factors which limit human freedom and action. Some of the questions which will be explored include: Can individuals change their sexual identities? Are political and economic inequalities inevitable? Is prejudice a necessary consequence of having a group identity? The seminar is intended to provide the student with a general introduction to the social sciences.

101. Introduction to Sociology.

The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character, and value-preferences.

103. Early Persons and Culture.

Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.

Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

105. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice, in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

108. Social Problems and Issues.

This course focuses upon the causes of a number of contemporary social problems in this and other societies. The problems to be discussed might include crime, racism, poverty, the pollution of the environment, population changes, class and ethnic conflicts, and war. Attention will be given to a variety of proposed solutions to these problems.

112. People and Cultures of the World.

A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, Americar Indian). Attention to teaching about other ways of lif in primary and secondary education.

120. Sociology of Sex Roles.

This course will attempt to apply basic sociologica concepts to information about women from a variet of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," "differential socialization of men anc women," and "role complementarity vs. role incon gruity."

130. Communications in Human Society.

This course is a review of the communication sys tems employed in human societies. Analysis is made o (1) the universal features of such systems, including their verbal and nonverbal components, their role ir the organization and transmission of culture, and (2 the historically and situationally variable aspects of such systems with special attention to the consequences of literacy, class variation in language use, and the linguistic basis of cultural polarization.

135. Ethnic, Nationality, and Race Relations.

This course analyzes the interrelations of groups which are culturally or physically distinct within a society. It focuses on placing these racial, ethnic and nationality groups in the context of the struggles over symbolic, political, and economic privileges and studies the adaptations of the internal cultures of these groups to the changing phases of this context. The perspective will be comparative, embracing both developed and developing societies. Prerequisite: either Sociology 101 or Sociology-Anthropology 103 or 104.

140. Cross-Cultural Perspectives on Dying and Death.

This course examines the phenomena of socially induced death apart from warfare, namely, infanticide abortion, suicide, and magical death. Customs relating to the dying will be discussed as well as the question of the universality of the subjective experience of death; funeral rites and patterns of mourning; the reordering of familistic, proprietary, and ritual relationships after a death; and beliefs in the fate of the soul in different cultures.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and subproletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104.

148. Marriage and the Family.

This course analyzes marriage and the family in American society; their historical development; the contemporary economic and cultural pressures on them; and the impact which social class has upon the nature of family life. Particular attention is given to the differences between middle and working class families in regard to child rearing, sexual practices, and courtship. Prerequisite: Sociology 101 or permission of the instructor.

150. Marriages and Family Life in Different Cultures.

This course examines marriage and family customs in a number of non-Western societies. An analysis will be made of the political, economic and religious significance of marriage and family life among American Indians, Africans, Pacific Islanders, as well as among peasant communities of Latin America, the Near East and Asia. Special attention will be given to the ways in which spouses are chosen, children are reared, conflicts are resolved, property is inherited and authority is wielded in families of these different cultures. The course will also examine the impact of social change upon them.

152. Seminar: Toward an Anthropology of Women.

The seminar will deal primarily with economic, social, and ritual identities and functions of women in a wide variety of socio-cultural formations, ranging from those based on collecting and hunting through diverse levels of "primitive," "classical," and modern societal complexity. The focus of the course will be on the two-way relation of feminist critiques and traditional anthropological approaches in relation to the descriptive-analytic data base of ethnographic studies, which will be emphasized as the primary materials. Prerequisites: Sociology-Anthropology 101, 103 or 104 or permission of the instructor.

171. "Third World" Peoples and Relationships: Reality or Illusion?

Are there really different "worlds" of socioeconomic development? An introduction to the social and cultural factors and consequences in situations of combined and uneven development within and among different countries of the modern world. Prerequisite: Any course in the Division of Social Sciences taken previously or concurrently.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.

A sociological analysis of the Black Family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

191. Biology vs. Culture.

The biological and sociological factors in human behavior will be discussed. A variety of sources will be utilized to analyze these two different influences on human behavior. No background in either field will be assumed.

207. Methods of Social Research.

A survey of basic techniques for the acquisition of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, and methods of data collection will be discussed. Design of a research proposal will be one of the requirements of the course. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Foundations of Contemporary, Political and Sociological Theory.

This course examines the work of five major social and political theorists (Burke, Marx, Weber, DeTocqueville, and Durkheim) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the Industrial and French Revolutions and in terms of their perceptions of the basis of political and social authority; the nature of human history; the major political dilemmas facing modern life; and the properties of a science of human behavior.

216. Organizations in Modern Society.

This course is concerned with the internal workings of large-scale organizations in industrial societies. The perspective is a comparative one. Different types of organizations are compared within the same society (mental asylums, prisons, monasteries, and factories) and the same types of organization are compared in different cultural settings (e.g., British factories versus Japanese factories).

218. Social Movements.

This course examines a variety of schemes for the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

222. The Sociology of Religion.

This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of western industrial societies are given special attention. Prerequisite: One course in sociology-anthropology, political science, or psychology, or permission of the instructor.

225. Personality and Social Structure.

The question of the effect of social structure upon personality formation will be explored. This will be done through an examination of various theories concerning the relationship between cultural values and the structure of social institutions. The emphasis will be on socialization processes.

226. Inequality in the United States.

This course analyzes the causes and consequences of institutionalized inequality in American society with emphasis placed on the problems of minority groups, the relationship of stratification to conflict, and the possibilities of social change. Prerequisite: Sociology 101.

228. Deviance and Social Control.

This course examines why people are deviant and why and how societies react to their deviance. Particular attention is paid to the causes of serious crime: murder, rape, robbery, and embezzlement; and to the social causes and reaction to the so-called victimless crimes: smoking marijuana, homosexuality, prostitution and gambling. A central question of the course is: to what degree does society's reaction to deviance contribute to deviance? Prerequisites: Sociology-Anthropology 101, or 103, or 104 or Psychology 101.

234. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. and in a number of European societies. Particular attention will be paid to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the effect which cultural and political factors have had upon social welfare practices. Prerequisite: One course in the Social Sciences or permission of the instructor.

242. The Anthropology of Wealth: Have the Poor Always Been With Us?

Does poverty have a history? Who were the first exploited persons? What are the ecological, social, and psychic factors and consequences of exploitation among primitive people? Prerequisite: Any course in the Division of Social Sciences.

301. Seminar.

This course varies from year to year emphasizing areas of importance in contemporary theory and research in sociology and anthropology.

331, 332. Group Independent Study in Social Service Agencies.

This course requires a two term commitment. Students will work for one day a week in a social service agency. A probation and parole program, a juvenile delinquency center, and a shelter for women are among the options. Classes will meet once a week and will be devoted to an exchange of work experiences, discussion of reading assignments and presentations by students and guest speakers. Prerequisite: Sociology 108 or Sociology 228 or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Program Areas

(See also Departmental Areas)

Administration and Management

The Administration and Management Program intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

Seventeen course units, including one internship and the tutorial. Students majoring in Administration and Management are required to take the following: Administration and Management 101, 201, 202, 222, 223, 232, 250, 302, 322, 603, 604. Additional required courses are Economics 101, 102, English 103, Math 107, 108, and Philosophy 141 or History 139, or Black Studies 182 or Sociology 120.

Interdepartmental major requirements:

Six course units, not including the Tutorial. Required courses are Administration and Management 101, 201, 222, 223, 232, 302. The tutorial will usually be in another discipline, but one related to management.

Adjunct Program:

A student may combine another major with Administration and Management by taking the 9 core courses designated by the asterisk. The Problem Solving Seminar (Administration and Management 401) is one of the required courses, but it does not serve as part of the tutorial. The tutorial will be in the student's major area and related to management.

Core Courses:

English 103. Expository Writing II.
At least one term of college-level natural science, especially:

Chemistry 116, Contemporary Topics in Chemistry, or **Biology 227, Biological Effects of Water Pollution.**

History 138 or 139. Role and Status of Women in Historical Perspective, or **Sociology 120. Sociology of Sex Roles,** or **Philosophy 141. Philosophy and Feminism.**

***Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.**

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

***Philosophy 119. Logic I.**

***Economics 102. Microeconomics.**

***Mathematics 107, 108. Models, Decisions, and Calculus I, II.**

***Administration and Management 201. Experiencing Organizations.**

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of

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**Denotes core courses required for the Adjunct Program.*

organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

***Administration and Management 202. Managing Organizations.**

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

***Administration and Management 222, 223. Financial Analysis and Managerial Accounting I, II.**

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisite: Mathematics 106 or equivalent.

***Administration and Management 232. Computer Methods in Management Science.**

This course is designed to give a fundamental understanding of how the computer can be used as an effective tool in implementing the quantitative methods used in solving organizational management problems. The course includes a survey of digital computers and information processing systems and examines their impact on organizations. Flowcharting techniques and computer programming (using the BASIC programming language) are presented and are applied to a number of decision-oriented and information-processing problems. Typical quantitative methods to be presented are cost, volume and profit analysis; inventory, production and forecasting models; and network scheduling. In the area of information processing, methods of file organization and techniques of data storage and retrieval are presented. Prerequisite: Mathematics 106 or equivalent.

The student is expected to become proficient enough in BASIC to design and implement working computer programs. Those students who have no previous computer experience will be expected to attend additional workshop sessions for the first two weeks. It is strongly recommended that the student have Mathematics 107 as a prerequisite.

Administration and Management 250. Group Study in Administration and Management: Internships.

Students will have field placements in some aspect of the administration and management of an organization. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and write a final report regarding the organization. Prerequisite: Administration and Management 101, Administration and Management 201, and permission of instructors.

***Administration and Management 302. Values in Contemporary Organizations.**

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues encountered in the interface between the organization and society. The students will analyze the elements of the value issues, formulate solutions and critically consider the consequences of the proposed solutions.

Format of the course will be the seminar. Readings from major interdisciplinary and social sciences writ-

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**Denotes core courses required for Adjunct Program.*

ers will include articles and books about multinational corporations, law and organizations, politics and organizations and the effects of historical development on organizations. Prerequisites: Administration and Management 201 and 202.

Administration and Management 304. Non-Profit and Volunteer Systems.

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

Administration and Management 306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 101 and 102.

***Administration and Management 322. Problem Solving Seminar.**

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organization and issue. Local resource persons and facilities will be utilized, and preparation of plans for the tutorial will be emphasized. Prerequisites: Administration and Management 101, 201, 202 and permission of the instructor.

351. Special Topics.

This course varies from year to year with emphasis on different areas of importance in the contemporary theory and practice of management.

500, 501, 502. Independent Study.

Administration and Management 601. Tutorial.

Corollary Courses:

A student who elects the management program as a multidisciplinary major will complete four course units in a corollary track. One of these course units will be Administration and Management 601 (tutorial), the second unit will be a field experience or internship; two others will be from those listed below. The offerings listed in each area are not exclusive possibilities. Students will be able to propose other new or existing courses as substitutes. A student with a particular interest in an area not listed can develop a track of her own with faculty guidance.

Internships and field experiences are required, ordinarily in the junior year. These requirements precede the Problem Solving Seminar, in which the student may gain perspective on the relationship of abstract principles to real problems. Students in field placement will be active participants and will be expected to produce a report or series of reports on their work.

Internships and field experiences are voluntary at the freshman and sophomore levels. Students will be encouraged to engage in an internship on a voluntary basis for credit. These internships will usually be coordinated on a group basis.

**Denotes core courses required for the Adjunct Program.*

Government and Public Service:

Economics 101. Macroeconomics.

Economics 214. Public Finance.

Political Science 101. American Political Processes.

Political Science 201. The American Judicial Process.

Political Science 228. Public Administration.

Banking and Finance:

Economics 101. Macroeconomics.

Economics 113. Money and Banking.

Political Science 101. American Political Processes.

Business and Industry:

Economics 101. Macroeconomics.

Economics 218. Labor Economics.

Political Science 101. American Political Processes.

Cultural and Educational Institutions:

Administration and Management 304. Non-Profit and Volunteer Systems.

Communication 101. Introduction to Communication.

Political Science 101. American Political Processes.

Human Services:

Administration and Management 304: Non-Profit and Volunteer Systems.

Political Science 101. American Political Processes.

Sociology 101. Introduction to Sociology.

Information Systems:

Political Science 211. Methods of Political Research.

Political Science 212. Elementary Statistics and Computer Analysis in Political and Social Research.

Computer Course 201. Seminar in Information Systems.

Computer Course 302. Advanced Computer Methods in Natural and Social Sciences.

Communication

The Communication Program seeks to do the following: provide students with a background in the concepts considered essential to all communication activities; provide opportunities for students to learn the potential and the limitations of specific communication systems; help students develop an understanding of issues and topics in communication from the perspective of other disciplines; assist students in obtaining practical experience through field work; provide background and training that will enable students to pursue careers in communication. The substance and the methods of the program emphasize critical judgment rather than vocational training, liberal intelligence rather than technical specialization. Because the possible professional opportunities are so many and so varied, the program stresses the fundamental learning which should enable a graduate to enter any of many areas in the field.

Major Requirements:

Sixteen courses, including 101 or 201, 102, 195, 250, 255, English 103, Philosophy 119, five corollary courses, and the tutorial. Students are also required to demonstrate a proficiency in a foreign language or in a computer language by passing a proficiency examination or by completing courses at the intermediate level. Students must also include courses from all divisions in their total program.

Adjunct Program:

Students who wish to combine another major with communication shall take at least eight communication courses including 101 or 201, 102, and 195. In addition, they must complete one communication-related internship, and the tutorial must relate to communication.

Core Courses:

Communication 101. Introduction to Communication.

An introductory course designed to acquaint students with the nature of human communication in its individual, organizational, and societal dimensions. Emphasis on the contexts of communication: interpersonal, small group, mediated public, and cross-cultural. (Communication 201 should be elected by students who have had an introductory course in communications.)

Communication 102. Communications and the Media.

A study of the origins, the historical growth, and the philosophical roots of the communication media, with emphasis on the functions and influence of the mass media in modern society. Evaluation of broadcasting, films, and the press by guest experts. Prerequisite: 101 or permission of the instructor.

English 103. Expository Writing II.

Communication 192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

Communication 193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

Communication 195. Audio-Visual Methods.

An examination of current developments, trends, and issues in commercial and instructional audio-visual methodology. This course also gives students practice in operating basic audio-visual equipment. Special research projects are selected by the class and the instructor.

Communication 201. Communication Systems and Theories.

A study of contemporary communication systems and theories, drawing from research in philosophy, literary and dramatic criticism, psychology, and linguistics. Among those whose theories will be discussed: Kenneth Burke, Chaim Perelman, I. A. Richards, Richard Weaver, R. M. Hare, Marshall McLuhan, Noam Chomsky, Charles Stevenson, A. J. Ayer, etc.

202. Projects in Writing and Production.

Problems and practice in factual writing, specialized types of editing (corporate, institutional, financial), preparation of copy for publication, and of programs for specific target audiences. Students will also write and produce a short video tape. Prerequisites: English 103, Communication 195, and permission of the instructors.

Communication 203. Editing and Writing.

Designed for students who have completed Expository Writing II, this course gives additional practice in non-fiction writing and editing. Emphasis is on writing news stories, feature articles, public affairs materials, factual reports. Students will be expected to participate in the writing, designing, and editing of *The Matrix,* the Chatham College newspaper, and *The Minor Bird,* the college literary magazine.

Communication 204. Organizational Communication.

Preparation and presentation of types of speeches and reports appropriate to profit and non-profit organizations, with emphasis upon the theory, techniques, practices, goals, and the social environment in which such communication exists.

Communication 234. Special Topics.

Intensive study — research on selected topics in mass communication. Topics vary each year. May be repeated once for credit. Sample topics: The Media in the Twentieth Century, The Press and the Constitution, Communication Law and Media Operations.

Communication 250. Group Study in Communication. Interim.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group, contending with certain questions or aims. Prerequisites: Communication 101, English 103, and permission of the instructor.

Communication 255. Internship in Communication.
Field Placement.

Communication 292. Photography II.
Individual projects in photography, contracted with Director of Media Resources. Prerequisite: Basic Photography or a portfolio approved by the instructor.

Communication 301. Symposium in Communication.
A gathering of instructors, students, and visitors from the media to discuss a major contemporary problem in communication. The symposium will consist of a series of papers, lectures, or other presentations by members of the Chatham faculty, supplemented with work by students in the program and visitors from the field. Prerequisite: 101, 102, and either 193 or 195.

303. Emerging Communication Technologies.
This course is concerned with the newest forms of communication technologies such as cable TV and satellite communications systems. Policy options for future development in the communications field, and societal implications of an electronic culture are studied.

Communication 353. Graphic Production.
Training in graphic production with emphasis on slides, transparencies, posterization, page layout, and etch bleach process. Lectures and critiques by guest speakers of student design projects for the various media. A modest degree of specialization is possible. Prerequisite: Communication 193, 195, or their equivalent.

355. The Language of Cinema.
This course is designed to develop the student's ability to analyze and interpret the pictorial theory and message in film. Specific emphasis is on film as a discursive medium of communication, with a critical analysis of optical effects, cutting, sounding, camera manipulation, and use of angles and sequencing. The class studies films ranging from shorts to full-length features.

Communication 603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the College; the list changes from year to year, as departmental offerings change. Courses are included in this list on the basis of 1) the relationship of the study of modes of communication, 2) the relationship of the course to the study of the social impact of communication, and 3) the relationship of the course to practical concerns of the program.

Administration and Management 202. Managing Organizations.

Administration and Management 232. Computer Methods in Management Science.

Administration and Management 232, Computer Methods in Management Science, 306, Marketing.

Art 101, 102. Basic Drawing and Design.

Art 101, 102, Basic Drawing and Design, 133, 134, Survey of Western Art I and II, 256, Modern Architecture, 258, Twentieth Century Art.

Computer Science 100, Introduction to Computer Science, 101, Introduction to Computer Programming, 102, Computer Methods in Natural and Social Sciences.

Computer Science 101, Introduction to Computer Programming, 201, Seminar in Information Science, 302, Computer Methods in Natural and Social Sciences.

Chemistry 116. Contemporary Topics in Chemistry.

Drama 192. Speaking to Inform and Persuade.

English 141. Linguistics.

History 257, 258. The Roots of Modern America.

Mathematics 110. Elementary Statistics.

Political Science 229. Public Opinion and Propaganda.

Psychology 223. Perception, 231, Social Psychology, 224, Motivation.

Sociology 112, Peoples and Cultures of the World, 130, Communications in Human Society, 216, Organizations in Modern Society.

**Course descriptions appear under departmental offerings.*

Areas of Study

ack Studies

ama 181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ys in which it reflects the cultural, social, and polit- al history of Blacks in America. Works of selected ack poets and playwrights are analyzed through dio performances. Students are exposed to ac- ities of Black theatre groups in Pittsburgh.

onomics 282. Black Community Economic De- lopment.

This course deals with a definition of the character of e Black community as it relates to the American eco- omic and political system. From readings, lectures, d class discussions, the students and the instructor ill attempt to decide the issue of whether or not a parate Black economy actually exists. Major empha- s will be placed on the historical aspects of Black siness development.

ucation 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this urse which is designed to aid them in exploring the mplexities of teaching in an urban setting. Based on the premise of individualized instruction, each dent selects readings, films and tapes to incor- rate into a specialized program of study. Dialogues th leaders of community groups within the city mulate thinking and develop a free exchange of eas. A field experience in the student's area of mpetency in an urban setting is provided through operation with the Pittsburgh Public Schools. An ea of concentration selected by the student and sup- rted by a member of the faculty is the focus of an -depth study.

glish 284. Study of Black American Writers.

A survey of literature by Black Americans. The urse examines Black literature of all genres: slave rratives, poetry, novels, plays, and non-fiction. tention is focused upon the specific social, cultural d political contexts which influenced the nature of ack writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization. Students engage in genealogical research.

Political Science 281. Black Politics: Strategies and Tactics.

This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Computer Studies

Computer Course 100. Introduction to Computer Science.
A basic course designed to develop a fundamental understanding of how computers work and how information processing systems are applied in contemporary society. The influence of the computer on modern society and technology will be explored. Fundamental computer programming techniques will be presented; on-line computer systems using the BASIC programming language will be utilized. Each student will be expected to develop some proficiency in programming and to complete a project in her field of interest. No background in science or mathematics will be assumed.

Computer Course 101. Introduction to Computer Programming.
A service course designed to provide those students not otherwise exposed to computer programming with a fundamental understanding of how a computer works and how it can be used as a valuable tool in any discipline. The student will learn to communicate with the computer using the BASIC programming language and will flowchart and program simple problems which relate to her own discipline. Not open to students who have taken Administration and Management 232 or Introduction to Computer Science 100. ½ course.

201. Seminar in Information Science.
An overview of the characteristics of information and their influence on decision making. Students will study how the information environment — an assembly of computers, communication systems, libraries and people — can be organized to handle information efficiently. Prerequisite: Previous or concurrent course in computer programming. ½ course.

Administration and Management 232. Computer Methods in Management Science.

Computer Course 302. Computer Methods in Natural and Social Sciences.
A user-oriented presentation of common methods for solution of numerical problems fundamental to scientific computer applications and of non-numeric problems fundamental to the management of information systems. Laboratory problems will be chosen which relate to the various disciplines of the students. Prerequisite: Computer Course 100, 101, Administration and Management 232, or equivalent.

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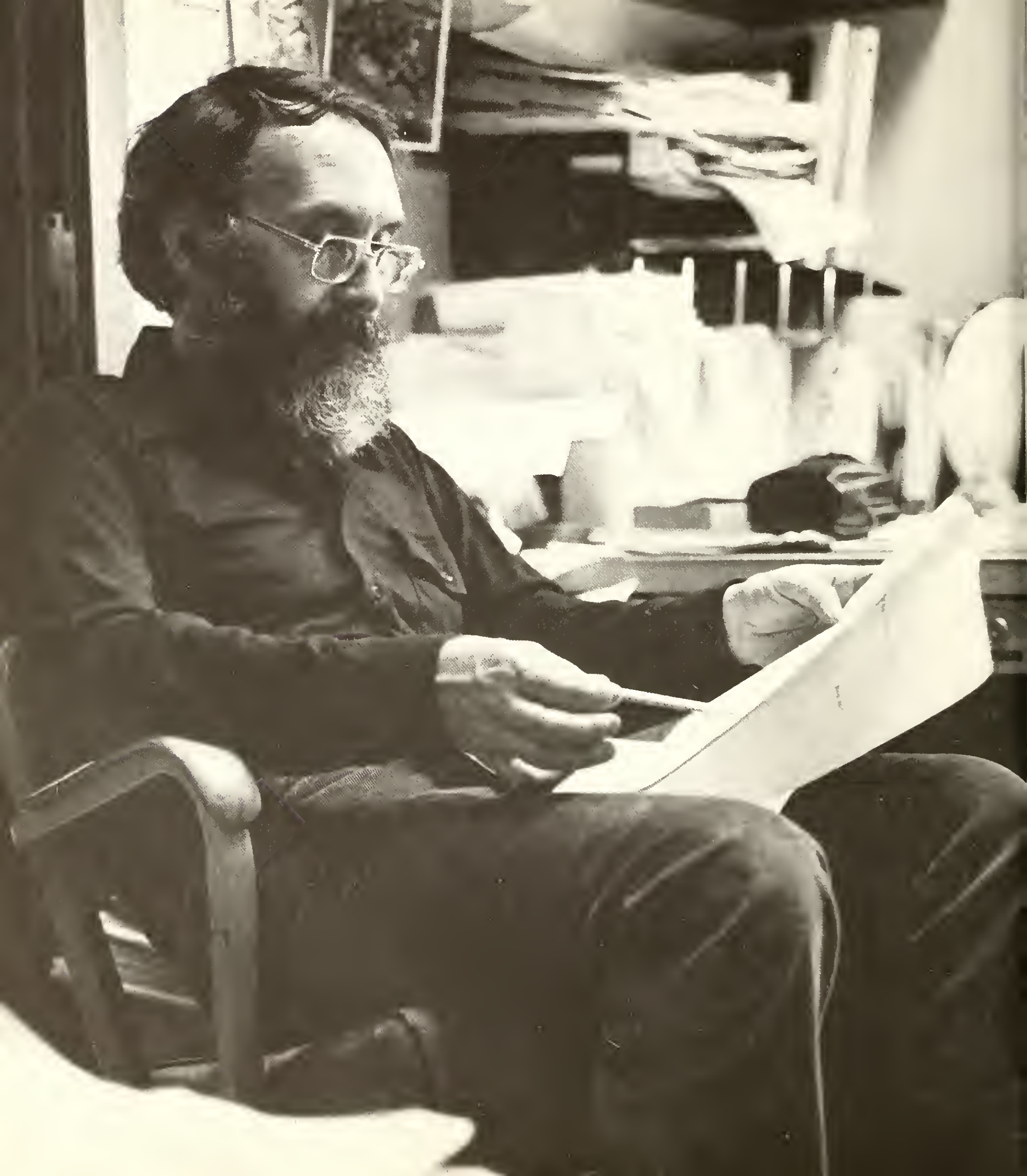
Although Chatham College does not have a formal program in Women's Studies, courses in a variety of departmental areas can be organized to provide such a course of study. Contact the Registrar for more information.



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How to get to Chatham

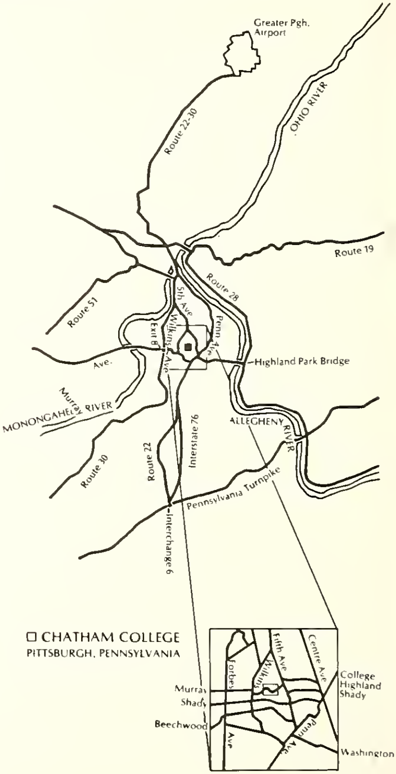
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.


Greater Pgh. Airport
Route 22-30
OHIO RIVER
Route 19
Route 28
Route 51
5th Ave
Penn Ave
Exit 8
Wilkins Ave
Highland Park Bridge
Ave.
Murray
MONONGAHELA RIVER
ALLEGHENY RIVER
Interstate 76
Route 22
Route 30
Pennsylvania Turnpike
Interchange 6
Forbes
Fifth Ave
Wilkins
Centre Ave
Penn Ave
Murray
Shady
Beechwood
Ave
College
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Washington

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Academic Bulletin 1979-80

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Academic Calendar for 1979-1980

Fall Term: September 4 — December 19

New students arrive	Tuesday, September 4
Freshman testing, advising	Wednesday, September 5
Upperclass students arrive	Saturday, September 8
Classes begin	Monday, September 10
New students register	Tuesday, September 18
Advising Week	Monday, November 12 Friday, November 16
Last classes before Thanksgiving	Tuesday, November 20
Thanksgiving	Wednesday, November 21 Sunday, November 25
Spring — Interim registration	Thursday, November 29
Last class of Fall Term	Wednesday, December 12
Final examinations	Saturday, December 15 Wednesday, December 19
Winter vacation	Thursday, December 20 Sunday, January 6

Interim Period:	Monday, January 7 Friday, February 1
Interim break	Saturday, February 2 Tuesday, February 5

Spring Term: February 6 — May 23

Spring Term begins	Wednesday, February 6
Spring vacation	Saturday, March 22 Sunday, March 30
Advising Week	Monday, April 14 Friday, April 18
Fall Term registration	Tuesday, April 29
Last class of Spring Term	Tuesday, May 13
Final examinations	Friday, May 16 Wednesday, May 21
Commencement	Friday, May 23

Chatham and a woman's future

Chatham College, a private liberal arts college for women, cherishes as its main purpose educational excellence in the arts and sciences. The College is simultaneously providing an environment and the special resources which enable women to prepare themselves for dealing with the complex problems of the modern world and for professional careers that are both personally and socially beneficial. Chatham believes that a liberal arts education should make their lives more valuable both for themselves and for others, and that women are best prepared for challenging positions in science, the arts, and business and industry through programs of liberal education which contribute at the same time to the richness of their intellectual and personal lives.

Aware of the increasing freedom and responsibility of contemporary women, Chatham believes that each student must make important choices about the nature of her educational program. From the wide range of courses available at Chatham each student, with the help of her faculty adviser, designs a program which meets her own interest and needs. The high standards of the faculty insure that this program stretches her potential to its highest level. Students and faculty are convinced that with careful planning a liberal education is compatible not only with traditional liberal arts majors, such as history, English, and philosophy, but also with pre-professional programs and self-designed and multi-disciplinary majors.

Small, vigorous classes and a close faculty-student relationship are hallmarks of learning at Chatham. In addition to her experiences on campus, each student tests her interests and skills through practical work experience. Faculty members and the Career Planning Office help students to plan internship experiences in fields such as science, business, government, the media, performing arts, and many other professional fields. Students receive academic credit for their internships, because Chatham understands the value of education outside the classroom.

Chatham's 55-acre, wooded campus offers students a special advantage — proximity to Pittsburgh. Students experience the city in all of its facets — as a major corporate headquarters, as an academic center for over 60,000 students, as a center for scientific and medical research, and as a vibrant cultural community caught up in the excitement of a dramatic downtown renaissance.

But Pittsburgh is also a city of rivers, rolling hills, and exciting ethnic neighborhoods. Chatham students draw on all these resources as they discover the city and their place in it.

The excitement of broad opportunities; the exhilaration of discovering what you can accomplish; the independence of making a commitment to success. These are all a part of learning at Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests, and desires. So at Chatham, each woman has her own educational program.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. All students are expected to achieve proficiency in writing, either through satisfactory performance on examinations during their first year or through course work at the College. A student can pursue her chosen field in any one of a number of ways.

She may elect a major in any of the College's established departments. The Arts and Humanities offer majors in drama, art, music, English, modern languages, and philosophy and religion. Studies in Social Sciences encompass the fields of economics, history, political science, and sociology-anthropology. The Natural Sciences and Mathematics curriculum includes psychology and mathematics, with Bachelor of Science programs in chemistry and biology.

Other options for the Chatham student are programs in communication, administration and management, Black studies, information science, and education, which offers certification at three levels and nine secondary education programs. Within an interdisciplinary or self-designed major, a student may combine and expand her academic program or include a specialty representing her interests.

Taken together, Chatham programs are unique. Every student participates in:

Freshman Seminars, the study of selected special topics and problems, each limited to 15 students. The course is taught by those students' faculty adviser, offering an immediate opportunity for them to get to know one another.

The Senior Tutorial is an intensive, two-semester research or creative project under the individual guidance of a faculty member, which is reviewed by a tutorial board of three or more faculty and outside experts.

The Interim, taken during the month of January, is examination of a single project in a formal course on campus, an independent study project, and internship in Pittsburgh or elsewhere, or field trips and study abroad.

Students can also take advantage of the following options:

Pre-professional programs are preparation for a career in law, medicine, education, business, the health professions, and fields related to the academic disciplines.

Independent Study in any discipline is extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.

Career internships and placement services support the student's academic experience with serious full-time work experience through internships in Pittsburgh and elsewhere, and with opportunities to participate in career planning workshops, to meet with corporate recruiters on campus, and to make career plans for after graduation.

Cross-registration privileges allow Chatham students to enroll for Chatham course credit at any of the nine other colleges and universities in Pittsburgh.

The Chatham student has more than merely a wide range of choices. She also has the careful guidance of teachers, thoughtful counseling by advisers, and her own growing maturity to rely on. All combine to ensure that the program she decides to pursue is right for her.

The place and the people

The Chatham Community

Chatham College is 58 teachers and 600 students living and working closely together. Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers and advisers. They are personally committed to the education of women and to their fields of study.

Chatham students come from two dozen states across the nation and several foreign countries. They represent different cultural and ethnic communities, ages, economic groups, races, and religions, but they share a common spirit of independence and enthusiasm for excellence. They are open, questioning, and involved. Above all, they appreciate each other's individuality and creativity, and they celebrate each other's achievements. Sharing the excitement of growth and accomplishment, the Chatham community learns together.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the residences, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the residences, visiting hours are determined by each residence hall section. Adult head-residents, many of them couples, live in each residence. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in Chatham activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have aided in planning the library, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix*; an annual literary magazine, *The Minor Bird*; and *The Cornerstone*, the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the fully-equipped theatre or in the experimental Play-Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

Through membership in the Pennwood West Athletic Conference, Chatham fields intercollegiate teams in five sports: field hockey, basketball, softball, volleyball, and tennis. Students may pursue other activities such as swimming, paddle tennis, fencing, and Tai Chi on campus. They may also play golf or jog in nearby parks and canoe, camp, and ski a short distance outside the city.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Sciences, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language laboratory, the Media Center, and Computer Center.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped Edward Danforth Eddy Theatre, which seats 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains the Paul R. Anderson Dining Room and the campus snack bar.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional residence halls such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half-acre recreation field, three tennis courts, two paddle tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

Pittsburgh is a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become more and more one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals have international reputations for excellence, and the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theatre on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, and hockey teams in the country: the Pirates, the Steelers, and the Penguins.

Only a short walk from campus, you'll find the boutiques, curio shops, and meeting places of Shadyside, a fashionable and thriving neighborhood shopping area. Oakland, which adjoins Shadyside, is the home of the University of Pittsburgh and Carnegie-Mellon University. Both major universities involve Chatham students in their sports, social life, and academic resources.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Everyday in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be — not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over after class lets out.

The Chatham woman has the chance for close contact with her teachers. Because classes are small, faculty members have the time to devote to every individual student. They are vitally interested in her work and progress. Informal talks outside the classroom are common at Chatham, and extracurricular faculty-student groups like the Economics Club often develop spontaneously, meeting in the dorms or in one of the many faculty homes which border the campus.

Students are kept aware of current events and career opportunities through contact with working professionals who visit the campus for workshops and informal meetings with students. In recent months, these have included Jane Pauley of NBC, syndicated columnist Ellen Goodman, poet Maxine Kumin, and American Management Association's president James Hayes, among others. An annual Focus on Careers, sponsored by the Career Planning and Placement Office, brings local young professionals to campus to discuss the bridge between college and careers.

Through Chatham's programs in the arts, the campus has been visited by leading theatre and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

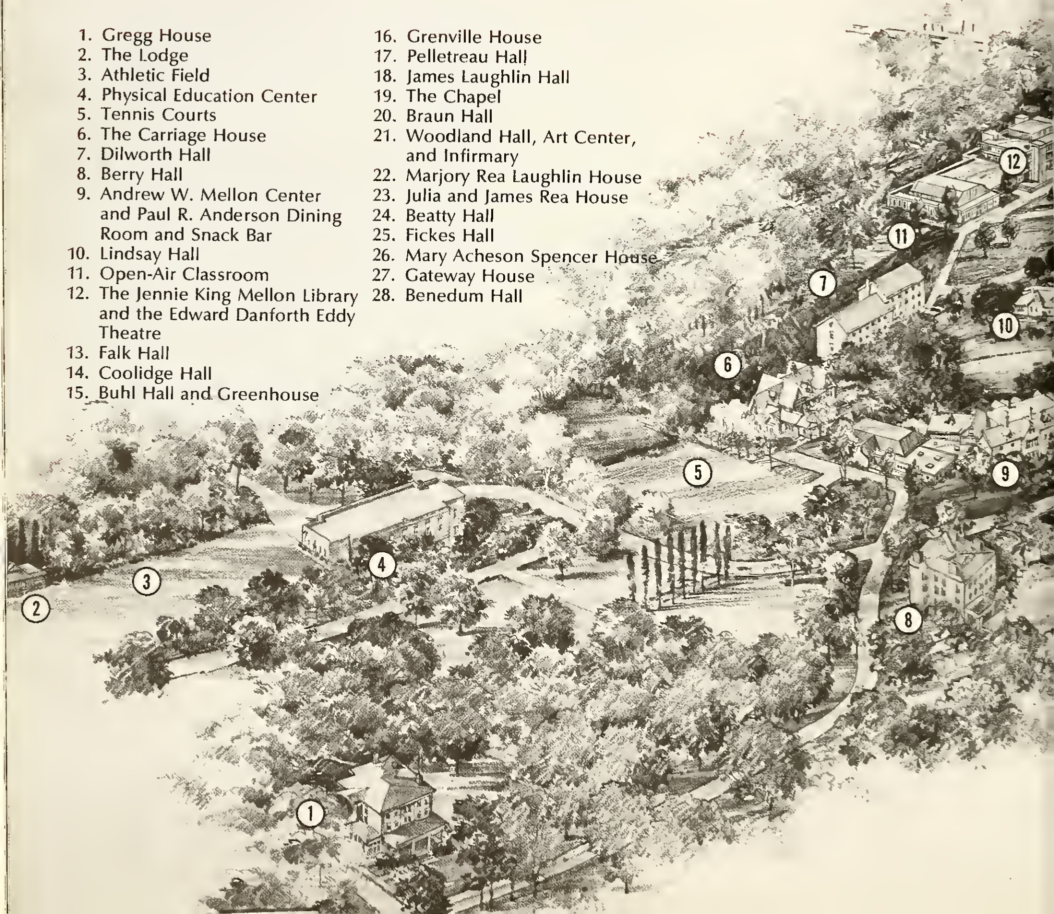
A brief history of the College

From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham, known then as Pennsylvania Female College, was later known as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

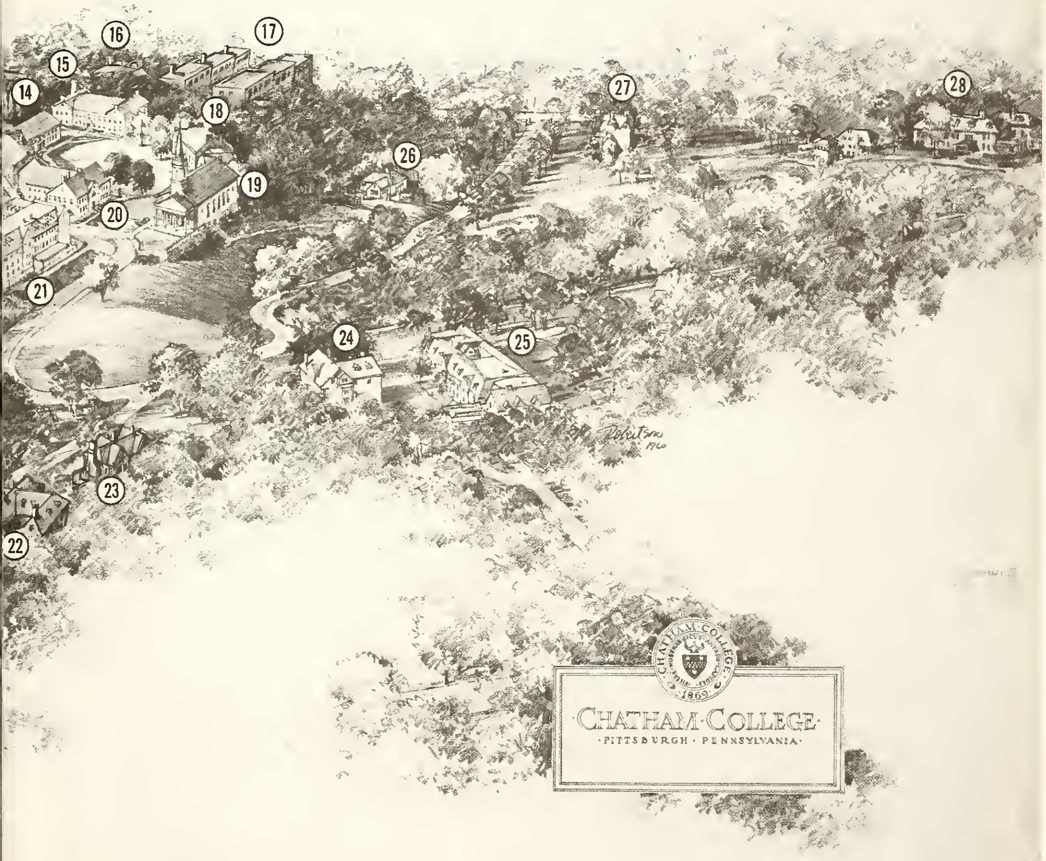
At its start, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $16.5 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its educational programs place the College in the forefront of academic innovation.

In recognition of this tradition, Chatham has been ranked among the top ten colleges for women in the United States, and named by the Ford Foundation as one of the twelve most dynamic and innovative colleges and universities in the northeastern United States.



1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center and Paul R. Anderson Dining Room and Snack Bar
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and the Edward Danforth Eddy Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall, Art Center, and Infirmary
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall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CHATHAM COLLEGE
· PITTSBURGH · PENNSYLVANIA ·

The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn — how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages. They may also be advised to become familiar with current technology in their fields of interest through work with the college's computer system or audio-visual and television equipment in the Media Center.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College.* All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 17 units at Chatham College.* Transfer students entering Chatham with second term junior or senior standing are required to be in residence for three long terms and successfully complete a minimum of 13 units.*
4. the passing of a writing examination taken in the first long term of enrollment or the satisfactory completion of Expository Writing I by the end of the sophomore year. For junior and senior transfer students the requirement must be satisfied during the first long term of enrollment.

The Bachelor of Science degree at Chatham may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology; a chemistry or biology major is also possible for the Bachelor of Arts degree.
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirements outlined in Item 3 above.
5. the completion of the writing requirements outlined in Item 4 above.

**The last six units of the degree must be completed in residence.*

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Communication, and Black Studies.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the Tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms.

During the first term of the Tutorial, each student chooses at least two other faculty members as reader/examiners, normally one from within the department, and one from outside the department but in the discipline or area of competence most closely related to the subject matter of the tutorial. The tutor and reader/examiners give the student a critical evaluation of her work during a sequence of meetings held during the course of study. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reader/examiners a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student must also have an oral defense of her Tutorial with her tutor and reader/examiners, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none are closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;

6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions — medicine, dentistry, veterinary medicine, public health — a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 54). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Communication Program provides an interdisciplinary approach to the study of the communication systems that permeate our existence. It provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the Program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program. The Program is designed especially for students interested in a wide range of careers including publishing, journalism, public relations, advertising, broadcasting, and film or students interested in graduate study in the field.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career leading to administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership — its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career or life opportunities she embraces.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers students a variety of options from which to choose, including Chatham sponsored on-campus courses, Chatham sponsored off-campus courses, traditional independent studies, internships, and courses at other 4-1-4 colleges. The student can even use the month to study abroad.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every interim throughout her four years, and receive credit for each satisfactory project.

During a recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Study of Commercial Lending	Mellon Bank
Legal Research and Observation	Cotton & Jones Law Firm
Study of Children's Library Services	Carnegie Library
Study of Corporate International Relations	Westinghouse Electric Corporation
Work with Production and Lighting	WQED—TV
Study of Educational Administration	Shadylane School
Work in Industrial Research	Mobay Chemical Company
Assisting in Physical Therapy Department	Shadyside Hospital
Study of Solar Energy	Westinghouse Electric Corporation
Writing and Editing News	KQV Radio
Work in Public Relations	Allegheny Intermediate Unit
Study of the Creation and Gospel	Institute for Christian Studies (Toronto, Canada)

During recent Interims, too, Chatham offered the following formal courses and projects:

Art:	The Study of Raku
Biology:	Marine Biology (Miami, Florida)
Communication:	The Language of Cinema
Information Science:	Introduction to Information Science
Drama:	Rehearsal and Production
Economics:	Women and Economics
English:	English Poetic Tradition Shakespeare's Problem Plays
History:	Popular Culture and the Media, 1900-1950 British Architecture and Related Social History
Modern Languages:	French Language and Culture Cherchez La Femme: Images of Women in French Literature Spanish In Mexico (Colima, Mexico)
Philosophy:	Biomedical Ethics
Physical Education:	Folk and Court Dancing and Their History
Political Science:	The Politics of the Energy Crisis
Sociology/ Anthropology:	Cross-Cultural Perspectives on Death and Dying
Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Information Science

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, required of all freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology:	Current Topics In Health and Nutrition
Drama:	Form In Performance
Economics:	Introduction to the Analysis of Economic Problems

English:	The Contemporary Experience
History:	Women in United States History, 1865-1945
Modern Languages:	Feminism and Existentialism The Role of Women in Russian Society through Literature
Philosophy:	Sense, Reason, and Imagination: Reflections on Poetry, Science and Religion
Political Science:	Sex Discrimination and the Law
Psychology:	Intelligence in Science, Politics, and Everyday Life
Sociology/ Anthropology:	Freedom and Constraint In Social Life

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work and to design a project of her choice with her faculty adviser. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Russian literature of the 19th century
Mathematical economics
Sociological aspects of psychiatric institutions
Mathematics/Physics for the theatre
Development of speech in exceptional children
Study of clinical nutrition and diabetes
Pictorial analysis of Black women in America
Teaching English as a second language
Study of anatomy through the use of clay sculpture
Children's programming (with WQED)
Study of function and structure of the ear (with Eye and Ear Hospital)
Study of the influence of Schopenhauer and Nietzsche on Herman Hesse
Cultural study of Dahomey
Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)
The Baroque era in Germany
Law, ethics, and individual responsibility
Study of six French suites of the keyboard by Bach
Corporations and Congress

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Health administration:	Forbes Health System
Government:	U.S. House of Representatives
Study of behavioral aspects of captive birds:	Pittsburgh Aviary

Public relations:	Pittsburgh Public Theatre
Social services:	Family and Children's Service
Cataloguing of art works:	University of Kentucky Art Museum
Production research:	WQED—TV
Graphic art:	Oxford Advertising
Marketing research:	Union Trust Bank
Court observation:	Court of Common Pleas
Special education:	Home for Crippled Children
Political analysis:	Home Rule for Allegheny County
Speech therapy:	Pittsburgh Public Schools
Proposal research:	Pittsburgh Cable Television
Video tape editing:	WQED—TV
Media research:	Ketchum, MacLeod, & Grove
Parasitoligic examination of zoo animals:	Pittsburgh Zoo
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Community Planning

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institution (see list). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 20 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Drama and English in London

French Language and Culture at the Sorbonne, Paris

Spanish Language and Culture at the University of Valladolid, Spain

History and Economics at the University of Northern Wales, Bangor

Russian Language and Culture at the Pushkin Russian Language Institute, Moscow

Art History in Rome and Florence

Spanish in Colima, Mexico

Middle East Culture at Hebrew University, Albright Institute, and Birzeit College, Jerusalem

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Coordinator of the Study Abroad Program.

Summer study

A student wishing to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students normally receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Dean of Faculty.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future — in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a resumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds — cultural, geographical, racial, religious, socioeconomic — with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Apply early to ensure prompt completion of all preliminary arrangements and credentials, preferably before March 1 for September entrance and before January 2 for February entrance. Beginning in mid-January applications are acted upon as soon as all materials have been submitted on a rolling admissions basis. Later in the spring Freshmen seminar and dormitory assignments are made according to the order in which deposits are received.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight — as guests of the College — in one of the residence halls.

   The Live-in program offers high school seniors the opportunity to join other prospective students for an in-depth visit to the campus. Live-ins begin on Sunday afternoon with an orientation program and

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**In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research and counselling purposes.*

close after lunch on Monday. They are held at intervals during the fall and spring terms and provide a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on the second Saturday of each month from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays and the office closes at 4:30 during the week. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Admissions Associate. (See page 107 for names and addresses of these representatives.)

3. The applicant will also receive transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. Beginning in mid-January, the applicant's credentials are presented to the Admissions Committee as they are completed, and candidates are informed of the decision as soon as possible. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

A student may apply as an Early Decision candidate if she has a strong high school record and if Chatham is her first choice. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies in the fall of her senior year and whose credentials include her records through junior year, along with her counselor's and teacher's evaluations, may be granted admission and notified within one month after receipt of her application.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are required to come to the campus for informal conversations with a faculty and a student member of the Committee on Admission, and an admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Financial Aid Form (formerly the Parents' Confidential Statement) by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September or February entrance should become familiar with the academic program and graduation requirements. Transfer students entering as second term juniors or seniors are expected to be in residence for three long terms and successfully complete a minimum of thirteen course units for graduation. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of $15.
2. The applicant will also receive evaluation forms. These forms should be completed and returned to the College by the dean of students and two professors best qualified to describe her academic ability and motivation.
3. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. Candidates should also request that their high school records be sent to the Admissions Office.
4. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.
5. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.
6. If at all possible, arrange to visit the campus

and meet with a member of the admissions staff and/or faculty.

7. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 37 for information concerning financial aid for transfer students.

Evaluation of Transfer Credit

About 20 percent of the 600 Chatham women are transfers from community colleges, junior colleges, and four-year institutions throughout the United States. As a rule, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition in which a passing grade has been earned. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with some indication of her class standing. A final evaluation is made by the Registrar prior to registration.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquires should be addressed to the Office of Admissions.

Admission procedure for special students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined on page 21. Those students with advanced standing at another accredited institution of higher education should request the college or colleges previously attended to send an official transcript directly to the Chatham Admissions Office.

High School Guest Program

Chatham welcomes serious high school students who seek the additional challenge of college-level work while still in high school. The High School Guest Program admits and enrolls these young women as part-time guest students. For detailed information on this program, write to the Admissions Office.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications, and problems can be given careful attention. Degree candidates should:

1. Arrange for a personal interview with the Gateway Program Director.
2. File a Gateway Program application form, together with a biographical sketch and a $15 non-refundable application fee.
3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Tuition for Gateway students who are not receiving tuition assistance from corporations or other institutional sources is one-half the normal tuition for the first nine courses. Additional courses and the final nine courses in fulfillment of degree requirements will be charged at full tuition. Degree candidates may apply for financial aid.

Adult students who have never taken any college-level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination Program (CLEP). Information can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, N.J. 08540. The admissions staff will also be happy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's degrees may also be admitted on a part-time or full-time basis. Students who wish to explore new interests, test their abilities, or update their knowledge in their major field, are encouraged to apply. Procedures are the same as for degree candidates, except that the application fee is $5.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 23). Students are required to reapply for admission if during the previous twelve months they have **not**

— formally registered at Chatham
— been on formal leaves of absence
— officially withdrawn from Chatham

They should also arrange for an interview with the Dean of Faculty or Assistant Dean of Faculty. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic Procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at ½, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The normal academic load is 9 units per year.

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term s considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Dean of Faculty. In he case of Interim courses, work must be approved by he Assistant Dean of Faculty.

Grades

The grades in use are:

A = Excellent
B = Good
C = Satisfactory
D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F = Unsatisfactory performance; no credit.
I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Dean of Faculty is required. Incomplete grades will not be granted for Interim courses.
In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.
W = Withdrawal from course with no penalty.
WF = Withdrawal from course while doing unsatisfactory work.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. The option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C
LP = Low Pass; equivalent to D
F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing — the level of advancement she has reached, the quality of the work she has completed — should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Dean of Faculty notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 23).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same cours requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it doe not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processin fee for registrations after this date.

With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first four weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Dean of Faculty. Procedures fo adding and dropping courses past the deadlines can be obtained from the Assistant Dean of Faculty and the Registrar. In all cases, a fee of $10 will be charged fo any authorized course change occurring after the prescribed deadlines.

The use of the W or WF grade is limited to unusua circumstances which can be documented in writing and which prevent the student from completing the work of a course. If a W or WF grade is indicated, the student should seek the approval of the Assistant Dea of Faculty prior to the end of the term.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of he classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Dean of Faculty will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Dean of Faculty.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Dean of Faculty or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer. Refund of a student's initial $50 deposit will only be made after the notice of withdrawal form has been received.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Dean of Faculty. When circumstances warrant, the College has the right to require a student to take a leave of absence.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Dean of Faculty and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

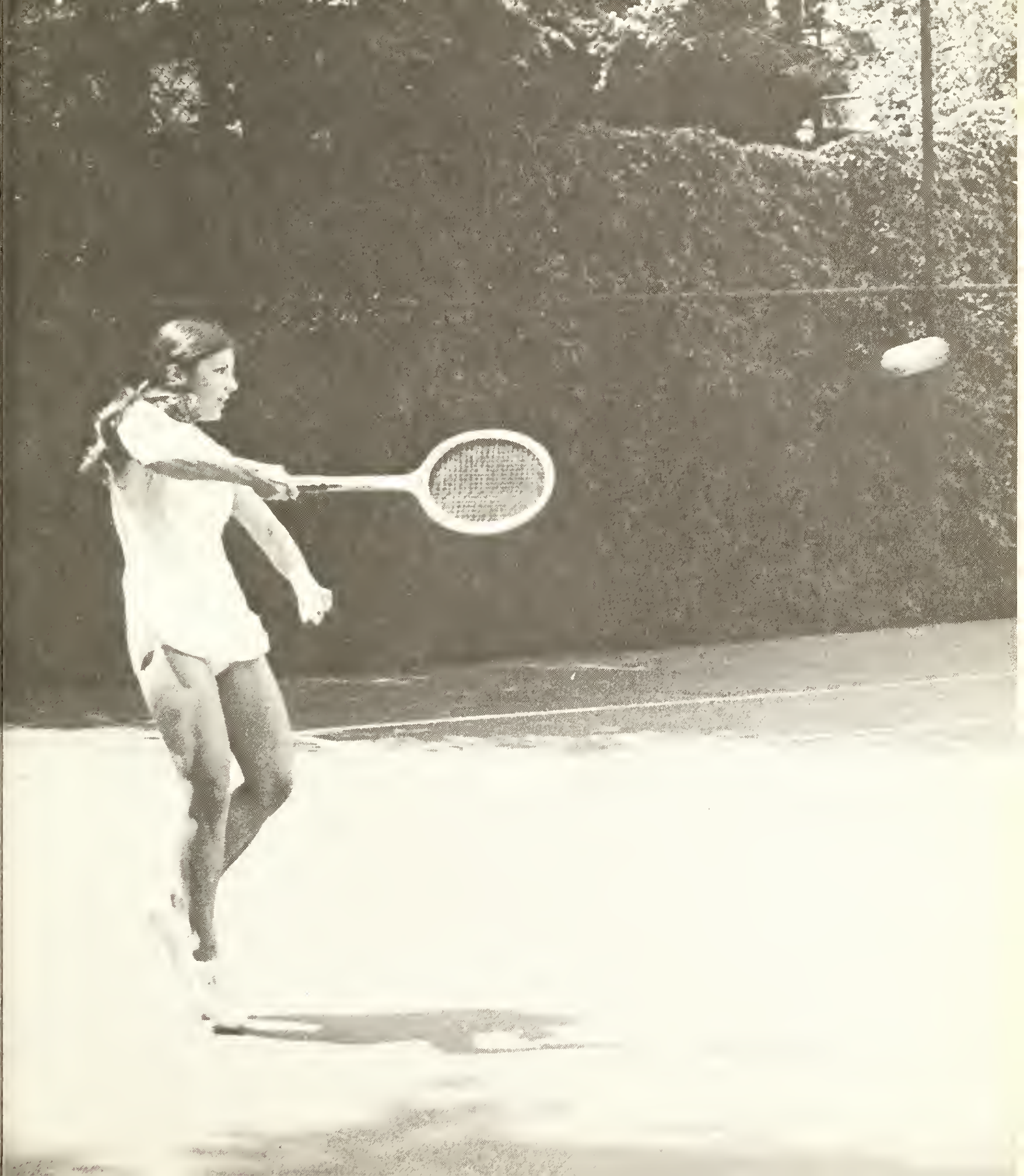
Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Dean of Faculty and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.



Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:	
Tuition	$3975
Room and board	1965
Student activities fee	80
	$6020
Payable:	
By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	2900
On or before January 15	2970
	$6020

A tuition may be paid in installments. See p. 36 for details.

Commuting students

Charges for the year:	
Tuition	$3975
Student activities fee	80
	$4055
Payable:	
By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1917.50
On or before January 15	1987.50
	$4055.00

Part-time students

Charges for part time:	
Tuition	$470 per course unit
Payable:	
On or before August 1 (fall term)	$ 470
On or before January 15 (spring term)	$ 470

The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

**The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.*

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $175 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting students will be charged $470 per course, and if they wish to live on campus, $235 for room and board.

Other fees

Application for admission $15

The application fee is not refundable and is not credited on any College bill.

Deposit $50

Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15

Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Student activities fee $80

This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee .... $470 per course unit

For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

The student may pay the fee at the time that it is assessed or she may choose to sign a voucher promising to pay the fee at the time of her graduation at the tuition rate prevailing at that time. However, because the College wishes to encourage intellectual curiosity, it cancels the voucher where the overload units are not used to fulfill graduation requirements.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They may be granted additional assistance — in various forms — to cover the overload charges. (See Academic Procedures section, page 27 for additional detail regarding the overload policy.)

Senior *in absentia* fee $470

When a senior is permitted, in some emergenc to complete all or a portion of her senior year *i* *absentia*, she will be charged a $470 fee. This fe will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee .... $30 per course unit

Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help defray the cost of materials and supplies.

Student health and
accident insurance .... $102.12 per year

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with Blue Cross o Western Pennsylvania at $102.12 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer. The cost of this insurance plan is subject to change.

Infirmary fee .... $6 per day

The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at $6 per day. The student must pay for medicine and for part of the College physician's charges ($5 per visit). The College bills the student for medical charges. (See page 41, Medical Services.)

Examination fees $10

A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee $25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee $30

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee .... $170 per course unit

The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $85. Students majoring in music may take four course units of applied music, at the rate of one unit per term, without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.

Term or year program $15
Summer study program $15

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

If a student fails to make a satisfactory plan for payment of her account, or fails to make satisfactory payments on the payment plan selected, the College reserves the right to:

> Withdraw charging privileges at the Bookstore; withhold grades; withhold transcript of her college work; withhold statement of transfer in good standing; cancel dining hall privileges; request that a student vacate her residence hall room; cancel the student's registration at the College; and withhold granting of the degree and graduation.

When a student is notified that any of the above sanctions have been placed against her, she will have ten days in which to appeal the decision to the Treasurer of the College.

When any of these sanctions have been applied against a student, or where payments are not made within 10 days from when due, a special account default fee of twenty-five dollars ($25) will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered through the College permits payment of tuition and fees in 12 installments. The first installment of $150 is payable directly to Chatham College by April 20. The remaining 11 monthly installments are arranged through EFI-Fund Management. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payments. A student or parent should apply for this program by April 30. No penalty or interest is charged if monthly payments are made on schedule. An application fee of $25, payable to EFI-Fund Management, will be charged.

Term charges may also be paid in monthly installments, August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. This plan carries a finance charge at the rate of 12% per year on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a retail installment contract.

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work-Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in these off-campus programs. Students and/or their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board, except for the $150 advance payment. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the second week of the term, will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notified the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50% of tuition, room and board, and fees will be charged.

Where a student is withdrawing from the residence hall only, $150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for $150 plus 20% of room and a pro-rated portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100% of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student has arranged for on-campus living or was required to but did not obtain off-campus living approval.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception, after the first four weeks of classes. All refunds must be requested in writing.

Withdrawal for this purpose will be considered as encompassing leaves of absence and Junior Year Abroad programs.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Dean of Faculty or Director of Counseling receives her completed notice of withdrawal. The College will not refund a student's initial $50 deposit until she has formally completed the notification of withdrawal.

Where withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Services receives written notification of the student's intent to live off-campus, subject to the approval of the request to live off-campus.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $6,000 per year. They usually do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For $570 in earnings, a student works about eight hours a week, ten hours a week for $714 and twelve hours a week for $857.

Low interest loans are available from the National Direct Student Loan Program to students with financial need. Undergraduates may borrow up to a maximum of $5,000. The amount of the loan granted to a student is based on information submitted in the Financial Aid Form. Repayment of NDSL loans will not be necessary until graduation or termination of the student's college education. Students graduating or terminating who have been the recipients of a NDSL should arrange exit interviews with the Business Office (a repayment schedule will be arranged at that time). Interest will begin to accrue after graduation or termination at the rate of three percent simple interest. Postponement of repayment may be arranged for military obligation or Peace Corps or VISTA volunteer work. National Direct Student Loans made after June 30, 1972, contain new cancellation provisions for teaching and military service. Borrowers should note these provisions when they negotiate their loan.

Basic Educational Opportunity Grant Program

Under the provision of the Higher Education Act of 1972, part-time and full-time students with proven financial need are assisted in amounts up to $1,800 per year. Applications for these federal grants are available in high schools and college financial aid offices.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need. Applicants for financial aid should submit the following financial information at the same time they submit their admissions application:

1. The Financial Aid Form should be filed with the College Scholarship Service. This form may be obtained from a student's high school guidance counselor (available after January 1).
2. The Chatham financial aid application.
3. A copy of the family's most recently filed IRS 1040 form.

Additional information on all sources of financial aid may be obtained by requesting the College's brochure on financial aid from the Admissions Office.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer, when funds permit.

Supplemental Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1,500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. A limited number of students with exceptional ability in vocal music will be assisted according to need. Women who plan to follow careers in the concert, operatic, or teaching fields are given priority.

Glenda Rich DeBroff Memorial Scholarship is available each year to a student who shows promise of high academic achievement, motivation and service to the Chatham College community. The award is made to a student in financial need for the support of a Chatham-sponsored Interim project.

Linda P. McGurk Scholarships are available each year to students who, without such assistance, would be unable to attend the College.

The Chatham Scholars Program awards several grants annually, regardless of the financial aid needs of the recipients.

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College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 35, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with Blue Cross of Western Pennsylvania and recommends it strongly. (See p. 34, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

Courses of study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen — as Art Tutorial 603-604 — the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma — as Art 101, 102 — the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's Office.

Departmental Areas

(See also Program Areas, Areas of Study)

Art

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 34, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102, or permission of instructor.

110. Narrative Art.

The practice and principles of pictorial narration. Various media, such as graphite, ink, collage, and paint, will be utilized depending on intent and student interest.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

123. Textile Design I.

A broad investigation of design on fabric. The techniques of dyeing, printing, painting and surface ornamentation will be explored. Applied art fee.

124. Relief Printing.

An introduction to the practice and history of woodblock, wood engraving and linocut printing. Applied art fee.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground, using various media.

192. Basic Photography.

A study of the black-and-white photograph; study of an experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.
Prerequisite: Art 101 or 102, or permission of instructor.

203, 204. Intermediate Painting.
Prerequisite: Art 104 or permission of instructor.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

206. Printmaking II.
An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 205 or permission of instructor. Applied art fee.

207. Figure Drawing.
The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102, or permission of instructor.

210. Raku Workshop.
An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.
An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, or permission of instructor.

212. Sculpture: Carving.
The subtractive techniques of carving solid materials such as wood, stone, plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.
Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.
The techniques and aesthetic possibilities of non ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.
A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

223. Textile Design II.
A continuation of Art 123 with emphasis on three dimensional sculptural concepts in fabric design. Students will have an opportunity to pursue individual projects. Prerequisite: Art 123 or permission of instructor. Applied art fee.

301, 302. Advanced Drawing.
Prerequisite: Art 201 or 202 or permission of instructor.

303, 304. Advanced Painting.
Prerequisite: Art 203 or 204 or permission of the instructor.

313, 314. Advanced Sculpture.
Prerequisite: Permission of instructor. Applied ar fee.

501, 500, 502. Independent Study.

603-604. Tutorial.

Art History Courses

001. Freshman Seminar: Introduction to Urban History: The City as a Work of Art.
Throughout history, cities have developed significant forms to accommodate their functions. The course examines these forms and the forces that shaped them in selected periods in Western civilization.

133. Survey of Western Art I.
An introduction to the history of art and architectur in Western civilization, covering the visual arts from their beginnings in pre-history through the mediev period in Europe.

134. Survey of Western Art II.
An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip: Greece.
An extensive tour during Interim of major sites and museums in Greece. In consultation with the instructor during Fall Term, each student will assemble a bibliography and prepare a report on an important work to be presented on the site.

245. Ancient Art.
A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133 or 134, or permission of instructor.

247. Medieval Art.
A survey of European art from the Early Christian through the Gothic periods.

251. Early Renaissance Art.
A survey of the art and architecture of western Europe during the 14th and 15th centuries, with special attention to the rise of humanistic values in Italy.

252. High and Late Renaissance Art.
A survey of the art and architecture of western Europe in the 16th century, stressing the grand vision of the High Renaissance and its complex aftermath, ncluding courtly Mannerism, Venetian sensualism, and the impact of the Reformation.

253. Baroque and Rococo Art.
A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134, or permission of instructor.

256. Modern Architecture.
Lectures and discussions analyze and compare architectural styles and functions in the 20th century. Special attention is given to opposing theoretical posiions, from the Bauhaus to "pop."

258. Twentieth Century Art.
A survey in depth of the major movements in the art of Europe and America since the end of the 19th cenury.

330, 340, 350. Seminar in Art History.

362. Seminar: Problems in Contemporary Art.
An intensive study through lectures, discussions, and student reports of artistic movements in Europe and the United States from 1945 to the present.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:
For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 241, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Psychobiology and Biochemistry may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on an exemption examination.

For the B.S. degree, 16½ course units, including the requirements for the B.A. degree and three additional course units in mathematics, physics, or chemistry.

Interdepartmental major requirements: *7 course units in biology plus Biology 603-604, or their equivalent in the cooperating department.*

Non-Major Course Offerings:
Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, "Human Sexuality;" Biology 123, "Nutrition;" Biology 124, "Food: Production, Politics and People;" Biology 141, "Evolution;" Biology 153, "Human Genetics;" and Biology 155, "The Cell."

001. Freshman Seminar: Growth and Aging.
A study of the changes that occur in man and other biological systems as related to the passing of time. The Seminar will examine the developmental stages of organisms with special emphasis on the aging process

and the sciences which specialize in services to older persons.

120. Human Sexuality.

A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients — their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics.

191. Biology vs. Culture.

The biological and sociological factors in human behavior will be discussed. A variety of sources will be utilized to analyze these two different influences on human behavior. No background in either field will be assumed.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Chemistry 103 and 104 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

226. Industrial and Applied Microbiology.

A study of microorganisms as they are used and controlled for commercial purposes. Topics discussed include industrial fermentations, microbiological assays, quality control of foods, and the microbiological problems involved in water, sewage and soils. Prerequisite: Biology 143, 144, and Biology 221.

227. Biological Effects of Water Pollution.

Field and laboratory studies of the effects of water pollution on biological systems. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. One three-hour meeting per week plus one hour of discussion. Prerequisite: Biology 143, 144.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1 unit. Prerequisite: Biology 143, 144.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

354. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.
603-604. Tutorial.

Chemistry

Major Requirements:

B.S. Degree: 14½ course units, including the tutorial.

Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 11½ course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 431, 603, and 604. Required laboratories: 114, 215, and 318.

Interdepartmental Major Requirements: *Chemistry 101 or 103, 104, 114, 205, 215, 206, 311 and 312.*

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

100. Chemistry for the Consumer.
The use of chemistry in making wise consumer choices and understanding how various consumer products work. Topic areas will be food additives, cleaning products, cosmetics, permanents, antacids, aspirin and other drugs. Other products will also be studied depending on student interest. The course is designed to be a practical approach to everyday problems answering such questions as: What is hair? Does Protein 21 really beat the frizzies? Does Rolaids really neutralize 47 times its weight in stomach acids? There will be daily lectures and occasional workshops on consumer products. No science background is necessary. This course will not fulfill any course requirement for a major.

101. Chemistry.
Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures and a three-hour laboratory weekly.

103. Structural Chemistry.
An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.
Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

116. Contemporary Topics in Chemistry.
Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. This course is designed for students majoring in areas outside the sciences and is not intended to serve as a substitute for Chemistry 101 or 103. Three lectures and a recitation session weekly.

205. Organic Chemistry.
A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103. Corequisite: Chemistry 215.

206. Organic Chemistry.
Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.
Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course.

216. Organic Chemistry Laboratory.
Six hours of laboratory weekly. Prerequisite: Chemistry 215. Corequisite: Chemistry 206. ½ course.

236. Chemical Products and Processes.
An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.
Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.
Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or ½ course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Corequisite: Chemistry 318. ½ course.

338. Biochemistry.
Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 206.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 311. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:
11 drama courses, including Drama 101, 102, 103, and the tutorial.

Interdepartmental Major Requirements:
An interdepartmental major may be undertaken at the initiative of the student and with the agreement of a co-tutor or sponsor from the other department. In such a case, the student should complete 8 courses in drama.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama.

101, 102. Theatre Workshop.
The workshop is a lively course in performance skills for the actor, comprising a mixture of theatre games, improvisations, fundamental work in relaxation and breathing techniques, body and voice awareness, imagination, and some basic mime training. The first term is devoted to exercises for expanding body and voice articulation, musicality and rhythm. The second term, somewhat less structured, deals with imaginative observation and with devising improvisations based on those observations.

103. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.

Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.

An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Prerequisite: Acting I.

107. Modern British Drama.

A study of plays from Pinero to Pinter.

108. American Drama.

A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins.

130. Rehearsal and Production.

The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.

The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

181. Contemporary Black Drama.

A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.

A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. World Drama.

Studies in the development of drama from Greek classics to nineteenth century realism.

202. Modern European Drama.

Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

205. Playwriting.

A consideration of the special problems of writing for the stage. Student work will be sympathetically read and constructively criticized.

208. Contemporary Dramatic Expression.

An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets.

210. Dramatic Criticism.

Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts.

212. Theatre History.

A study through reading of period plays and other sources of the theatres, staging practices, and relationships between the play and its audience, from the Greek Threshing Circle to the Circle in the Square. A research project will be part of the work of the course.

303, 304. Directing.

Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103 and/or 105, 106. First term is prerequisite for the second term.

322. Special Topics.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:

10 courses, including Economics 101, 102, and the tutorial.

Students interested in continuing their studies in economics are strongly urged to take Mathematics 107, 108, and 110.

001. Freshman Seminar: Introduction to the Analysis of Economic Problems.

Selected economic problems will be discussed using simple analytical concepts and methods which will be developed during the seminar. The problems to be analyzed will be selected on the basis of current national or international issues as reflected by the media.

101. The American Economic System: Macroeconomics.

An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy.

102. The American Economic System: Microeconomics.

The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101.

113. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101.

211. Seminar: Macroeconomics.

This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101 and 102.

212. Seminar: Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 101 and 102.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

221. Women and Economics.

This course applies basic concepts of economic analysis to women's participation in economic processes. Included are topics such as time allocation theory, family and household size and structure, fertility, mortality, labor markets, education, income transfer programs, and health care delivery systems. Prerequisite: Economics 101 and 102.

223. Industrial Organization and Public Policy.

This course analizes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, e.g. antitrust laws and regulatory commissions. Prerequisite: Economics 101 and 102.

321. History of Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, and Keynes. Prerequisite: Economics 101 or 102.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in Secondary English education are required to take, in addition, English 141, 243 or 244, and Drama 192. The required professional program for Early Childhood Education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle Schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program can acquire guided experiences in the Middle School. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

201. The Expressive Arts in Education.

The course consists of experiences in art, music and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Prerequisite: Education 102.

210. Group Independent Study in Special Education.

Students will be placed in a variety of settings where they will have supervised field experiences in the education and management of exceptional children. Opportunities will be available to work with children with learning disabilities, the mentally retarded, emotionally disturbed, physically handicapped, gifted, blind, deaf and multiply-handicapped. The field experiences will be augmented by appropriate reading assignments, the maintenance of a journal, and group meetings for the purpose of surveying the field of Special Education. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students will engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

212. Elementary School Curriculum.

Students will engage in seminars, accompanied by experiences in the field, and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings will be tested and evaluated through a variety of experiences — microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative srategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisite: Education 102, 208. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.

Students analyze the role of the American high school — urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.
Students plan sequential observation and teach on he secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Major Requirements:
12 courses including the following: the tutorial; hree courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (i.e., 103). English 102 does not count toward the major.

101. Freshman Seminar: The Contemporary Experience.
Significant twentieth-century literature is selected to ntroduce the student to principles of literary criticism, with emphasis on close reading, on the ways the elements of literature can be used, and on clear critical writing.

102. Expository Writing I.
A practical course for students who need to improve heir skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in llustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of eaching an intended audience.

103. Expository Writing II.
A continuation of Expository Writing I, a practical course extending work with the structures of essay orms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic kills it covers.)

111. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.)

112. Content and Form in Fiction.
Analysis of the form of the short story and its relationship to longer forms of fiction, the novella and the novel. A study of the idea of expressive form, of the mutually qualifying relationship between the idea in a work and the structured elements of fiction with which the author expresses the idea. Reading to include works by American and continental writers of the 19th and 20th centuries.

138. Western Mythologies.
The course will explore the differences among such ideas as "myth," "mythology," and "legend," and will illustrate these ideas with readings from the Bible, Greco-Roman tales, and Norse legends. The course will also explore notions of "imitation," "derivation," "allusion," and "influence" in the uses of inherited mythologies by later writers.

141. An Introduction to Descriptive Linguistics.
Descriptive linguistics aims to provide an understanding of language by analyzing language in its various uses. The course provides an introduction to the scientific study of language, analyzing and describing systems of sound, of syntax and of meaning. It deals primarily with contemporary American English, though data from other languages with different structures are also examined to provide perspective. The study of linguistics is valuable to students of the behavioral sciences and of languages and literatures, as well as to students preparing for elementary or secondary school teaching. Prerequisite: A basic knowledge of at least one other language, such as might be

acquired by three or four years of study in high school or two in college or permission of the instructor.

184. Study of Black American Writers.
An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also Black Studies.)

210. Early British Literature.
A study of major Anglo-Saxon and Medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.
A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Augustan Literature.
Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.
A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, FitzGerald, Dickens, E. Brontë, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.
A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers: 1800-1855.
A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville.

217. Major American Writers: 1855-1945.
A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.
A close study in Middle English of the Canterbury Tales, Troilus and Criseyde, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.
A representative study of Shakespeare's comedies histories, and tragedies as literary, dramatic, and Elizabethan art.

230. The Rise of the Novel.
A study of the antecedents of the novel and its development as both a literary form and an expression o currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.
A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.
A study of major nineteenth century English novel both as art and as reflection of the Victorian age.

235. The Nature of Tragedy.
An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. Th course is concerned largely with drama of the Wester world from the Greek tragedians to the present, bu includes also critical theories of tragedy and several tragedies in fiction.

236. The Nature of Comedy.
An exploration of comedy as a literary mode, as a informing spirit, and as a philosophical problem. Th course will consider the practice of comedy in all literary genres and in other media (notably graphic art and motion pictures) and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

322. Special Topics: Courtship and Marriage in English Literature.

The seminar will study the variety of genres, customs, and attitudes toward courtship and marriage as these institutions appear in poetry and prose by significant English writers. Among writers included may be Spenser, Shakespeare, Fielding, Austen, Shelley and Shaw.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.

601. Tutorial.

The completion of work begun in an upper-level seminar, the tutorial must have the approval of the department.

603-604. Tutorial.

A course for those students who have not taken English 601.

History

Major Requirements:

12 courses including History 101-102, at least two courses in United States History, at least two courses in European History beyond History 101-102 and the tutorial. It is also required that students majoring in history take at least four history courses at the level of 200 or above exclusive of the tutorial.

Interdepartmental Major Requirements:

6 history courses including History 101-102, plus a tutorial with some historical dimension. Two of these courses, excluding the tutorial, must be at the level of 200 or above.

Corollary Requirements:

Students majoring in history are required to take at least five courses in either one of two corollary tracks:

Humanities: These courses will include at least one course chosen from Art 133 or 134; at least one course chosen from Philosophy 223, 224, 225 or 226; and at least one course in the English Department at the level of 200 or above.

Social Relations: These courses will include at least one course chosen from Political Science 211 or Sociology 207; and at least one course each in Economics, Political Science, Psychology and Sociology/Anthropology.

Modification of this corollary track requirement may be made in the case of students who transfer into the college after the freshman year.

003. Freshman Seminar: Opposition to Wars from the American Revolution to Vietnam.

The study of war has largely been confined to military and diplomatic analysis. This course proposes an alternative approach of viewing war as a cultural/sociological phenomenon which can serve as an index of contemporary American values and institutions.

Adopting such an approach we will examine those who opposed U.S. participation in various wars: the Loyalists in the American Revolution, Thoreau and others who opposed the Mexican War, the anti-imperialists of the 1890's, the pacifists and nationalists who decried World War I, the antiinterventionists of the 1940's, and the protest movement against American involvement in Vietnam.

101. The History of Western Civilization to 1648.
The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.
A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.
The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

132. The Constitutional and Legal History of England.
This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions.

138. The Roles and Status of Women in Historical Perspective.
The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

139. The Roles and Status of Women in Contemporary Society.
The course examines the status of women during the current decade including changes which are taking place in the various roles which women play in our society. The impact of the feminist movement and other dynamic forces for change is considered, as well as those influences which work toward resistance to change. Topics include socialization and education, psychoanalysis, employment opportunities and pitfalls, marriage and divorce, equal rights and the law, the Black woman, the male experience, rape and other forms of abuse.

141. Russian History.
A study of the origins of the Russian state and nation, the rise of Muscovy, and the emergence and transformation of the Russian Empire to the end of the nineteenth century. In addition to a discussion of politics and society, the course will examine Russia's rich cultural, intellectual and literary heritage with an emphasis on the formation of a revolutionary intelligentsia.

142. History of the Soviet Union.
The course will examine the origins and significance of the Bolshevik revolution, the role of Stalin and his successors in the transformation of the Soviet state, the Cold War and "detente," the prospects for a nuclear arms limitation treaty, and the issues raised by the Russian dissidents.

143. Introduction to Asian Civilization.
After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

150. Popular Culture and the Media, 1900-1950.
The course examines two areas of popular culture, pulp magazines and radio serials, during the first half of the twentieth century. Questions such as how these two media compare to other popular cultural forms, how they play upon the "psychology of continuity," and how they were received by contemporary audiences will be considered.

151. United States History, 1600-1865.
The course aims to establish a fundamental knowledge of United States history from the time of Euro-

pean incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

156. Women in United States History 1865-1945.

The course examines the place of women in U. S. life in the urban-industrial era; the manner in which women then perceived themselves; and the positions assigned them by a society experiencing great social change. Some of the topics to be considered include women and war, women as immigrants, working class women, women's education, and women as reformers. Readings will be drawn from primary materials such as travel accounts, College archives, and popular media. Students are required to develop evaluative and research skills.

161. Fifties, Sixties and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals, and alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

187. Afro-American History.

Survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization. Students will engage in genealogical research.

205. Ancient Greece.

The course will follow the development of Greek civilization from the Minoan Age to the Third Century B.C. The following will be considered: The Minoan and Mycenaean civilization, the Persian Wars and Herodotus' history of them, the emergence of the city-state and its flowering in Periclean Athens, the Peloponnesian Wars and Thucydies' history of them, and the rise of Alexander the Great and the Hellenistic World. Special emphasis will be placed upon the philosophical, artistic and literary contributions of Hellenic civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of the Byzantine Europe.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

220. Vienna: Finale and Prelude.

The course focuses upon a number of seminal thinkers and artists who lived and created in turn-of-the-century Vienna; their works posed questions and problems which have had a continuing impact on twentieth century thought and culture. It will explore the thought and creative contributions of individuals such as Freud, Wittgenstein, Mahler, Schönberg and Klimt, with a view towards examining the interaction between culture and society.

221. Europe in the Nineteenth Century.

After a brief overview of the Ancien Regime, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity and revived European influence in international relations as a "third force."

223. Germany and the Rise of Hitler.

After surveying the formative traditions which influenced the evolution of modern Germany, the course explores the events leading to German unification in 1871, flaws in the political and socio-economic structure of the Second Reich, and the impact of World War I. The troubled Weimar Republic sets the stage for Hitler's rise to power, the destruction which he unleashed on European Jewry and the world at large, and the eventual re-division of Germany.

230. Art History Field Trip: Greece.

An extensive tour during Interim of major sites and museums in Greece. In consultation with the instructor during Fall Term, each student will assemble a bibliography and prepare a report on an important topic to be presented on the site.

231. The Age of the English Revolution, 1558-1688.

The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. This course examines their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social history, with use of contemporary sources, biographies and literature.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The American Experience of the Second World War.

The course focuses upon the impact of World War II upon American life of the 1940's, the manner in which total war altered attitudes and modified institutions. Topics include the psychological ramifications of war and the economic repercussions of the war effort. Special attention is paid to women, family, children and marriage. In order to understand more fully the war as it was perceived at the time, readings will be confined to primary materials. In addition, students will examine how the war was portrayed in movies, radio, and comic strips.

257. American Cultural History: Puritans to Abolitionists.

This course traces the evolution of American culture from the Puritans to the Abolitionists. It focuses upon Puritanism, Quakerism, the evolution of a "revolutionary mentality," the Enlightenment, religious revivalism, Transcendentalism, and the reform movements of the Jacksonian period, especially abolitionism. The effort to develop a distinctive "American" culture will be highlighted.

258. American Cultural History: The Industrial Age to the Plastic Age.

The course focuses upon post-Civil War cultural developments including Black self-discovery, acculturization, Social Darwinism, the emerging "materialist ethic," feminine ideology, and the displacement of the genteel tradition by the mass media. The role played by social inequality, increased reliance upon institutions as cultural agents, and technology in the shaping of cultural attitudes will be analyzed.

259. America: The View from the Outside.

The course will examine American events from a non-American perspective. Its purpose is to puncture the "Americancentricity" of United States history, to broaden understanding of the American past by seeing it "from the outside," and to explore the feasibility of approaching national history from an international perspective. Readings will include travel accounts and studies of American repatriates.

501, 500, 502. Independent Study.

603-604. Tutorial.

Mathematics

Major Requirements:

12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses: Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. Placement surveys and interviews will be scheduled prior to the beginning of each term to assist students in their enrollment plans.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of six courses in mathematics, six courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics.
History and logical development of the real and complex number systems. Concepts of set theory. Geometric transformations. Introduction to the computer. Comparison and inequality, measurement and approximation. Equations and inequations, introduction to relations and functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

106. Numbers, Functions, and Graphs.
Measurement and approximation. Coordinate systems. Relations and functions. Introduction to the computer. Review of essential skills in geometry and algebra. Emphasis on analysis and solution of statement problems. Examples drawn from chemistry, biology, economics, physics, and management. Prerequisite: Two years of college preparatory mathematics.

107. Models, Decisions, and Calculus I.
Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Functions, matrix theory including linear programming, sequences and series used in finance. Introduction to differential calculus. Prerequisite: Two years of college preparatory mathematics and Mathematics 106 or equivalent.

108. Models, Decisions, and Calculus II.
Differential and integral calculus with applications to problems in economics and management. Decision-making techniques. Probability theory. Gathering and organizing information. Curve fitting techniques. It is recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.
Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.
Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

130. The Use of Mathematics for Personal Finance Decisions.
A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

160. Conceptual Foundations of Modern Astronomy.
Astronomy viewed as intellectual history. Development of astronomy to its contemporary state. Examination of evolution of astronomical concepts and views of the cosmos. Astronomy as exemplification of certain theories in the philosophy of science. Some contemporary astronomical concepts placed in historical and philosophical perspective.

212. Probability Theory and Applications.
Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.
A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.
Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.
An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.
Theory and problems in motion, particle dynamics, oscillations, fluid mechanics, and waves in elastic media. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 102 or 108 or equivalent.

252. Physics II.
Theory and problems in thermodynamics, electricity and magnetism, and light and optics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.
Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.
Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.
Continuation of Mathematics 327: topology of R^n, vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.
Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.
Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:
12 courses in French including the tutorial. Freshman seminars, French 101, 102, 103, 104, 107, 127, and 191 are not considered part of the major. The following nine courses are required of majors: French 205, 207 or 208, and 219; Prose I or Poetry I, Poetry II; Prose II and Prose III; Theatre I and II. French majors in the education sequence are advised to take French 205 and 219 before the senior year. Students may exempt or replace one or more of these course requirements by permission of the department.

Major Requirements in German:
10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:
10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

Interdepartmental Major Requirements:
Six to eight courses as determined by departmental consultation.

French

001. Freshman Seminar: Feminism and Existentialism.
A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including *The Second Sex* and *The Blood of Others,* an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101. Elementary French I.
An introduction to understanding, speaking, reading and writing.

102. Elementary French II.
Continuation of French 101. Prerequisite: French 101 or departmental placement.

103. Intermediate French I.
A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

104. Intermediate French II.
A continuation of French 103. Prerequisite: French 103 or departmental placement.

107. Introductory Reading Course in French.
For the student who has had no previous experience with French, who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use.

111. Modern French Readings.
Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 104 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.
A study of French works of the eighteenth century which show the fascination with evil, deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

130. French Language and Culture.
The program entails travel to France or to a French-speaking country. The student will live with a family fo a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She wil attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of the instructor. Pass/Fail.

140. Paris: The Study of a City.
A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

50. Cherchez la Femme.

This course, once approved and offered, does not ppear in the catalog.

91. The French Art Song.

A study of the history, development, and repertory f the nineteenth and early twentieth centuries mélodie," with analyses of the literary texts and their nusical settings. Class demonstrations where pos- ible. Recommended for voice students. Given in Eng- ish. Not considered part of French major. Pre- equisite: One year of French. Pass/Fail.

05. Grammar and Composition.

An intensive course in written French, emphasizing rammar and style. Translation from English texts and ree composition. Prerequisite: French 104 or depart- nental placement.

07. Conversation.

Conversation, discussion, and debates on topics of imely interest, reinforced by short written resumes, tressing accuracy of expression and using a practical, p-to-date vocabulary. Prerequisite: French 104 or lepartmental placement.

08. Conversation.

Class discussion based on selected writings, accom- anied by oral and written reports, may serve as intro- luction to advanced courses in French literature. Pre- equisite: French 104 or departmental placement.

12. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major lit- rary figures of the 16th and 17th centuries, including ovels, essays, letters, memoirs, and works of moral ersuasion. Prerequisite: French 207, 208, or depart- nental placement.

13. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major lit- rary figures of the 18th and 19th centuries, including ovels, *contes*, *lettres philosophiques* and dramatic heory. Prerequisite: French 207, 208, or departmental lacement.

14. Prose III. Writers from 1850-1950.

An examination of the major literary movements of he mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I.
Threatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II.
Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Texte.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or departmental placement.

223. Seminar: Special Topics in French.

The investigation of important aspects of the French language not usually dealt with in literature courses, such as Old French, phonetics, prosody, etymology, slang, stylistics, problems of translation, technical French, "franglais," and other current phenomena. Prerequisite: French 207 or 208 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

103. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

104. Intermediate German II.

A continuation of German 103. Prerequisite: German 103 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poeti Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may b written in German or English. Prerequisite: German 104 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelatio of its customs, institutions, arts, and letters. Prerequisite: German 104 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural contex of German Classicism. Reading of representative works of Lessing, Goethe, Schiller and Hölderlin. Pre requisites: German 211 and 212, or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany wit particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twen tieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: Germa 211, 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, lan guage, and culture. Prerequisite: Two 200 level courses in German or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

003. Freshman Seminar: The Role of Women in Rus sian Society Through Literature.

A comprehensive study of the role of women in Russian society through reading and analysis of the representative Russian literature. Works such as *Ann Karenina* and *Resurrection* by Tolstoi, *The Three Sister* by Chekhov, and others will be studied in the contex of "a woman's place" in the Russian society of the day. Students are not required to have or to develop a knowledge of the Russian language as the course, ncluding the readings, is given in English.

101. Elementary Russian I.
An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.
Continuation of Russian I. Prerequisite: Russian 101 or departmental placement.

103. Intermediate Russian I.
A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

104. Intermediate Russian II.
A continuation of Russian 103. Prerequisite: Russian 103 or departmental placement.

126. Russian Masterpieces in Translation.
Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement.

127. Dostoevsky in Translation.
A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov.* The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed.*

128. Solzhenitsyn in Translation.
A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich,* and including *The First Circle, Cancer Ward,* and *Gulag Archipelago.*

129. Tolstoi in Translation.
A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina.* Some of Tolstoi's philosophical and religious works will also be read and analyzed.

205. Grammar and Composition.
An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or departmental placement.

207. Conversation.
An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or departmental placement.

211, 212. Survey of Russian Literature.
An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko — fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or departmental placement.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.
An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.
Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

103. Intermediate Spanish I.
A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

104. Intermediate Spanish II.
A continuation of Spanish 103. Prerequisite: Spanish 103 or departmental placement.

205. Grammar and Composition.
An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free

composition. Prerequisite: Spanish 104 or departmental placement.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or departmental placement.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or departmental placement.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or departmental placement.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or departmental placement.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

219. Literature of Central America.
An introduction to the literature of Central America of the twentieth century. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmenta placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101. Elementary Italian I.
An introduction to understanding, speaking, reac ing, and writing Italian.

102. Elementary Italian II.
Continuation of Italian 101. Prerequisite: Italian 10 or departmental placement.

103. Intermediate Italian I.
A review of basic Italian grammar and an expansio of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequ site: Italian 102 or departmental placement.

104. Intermediate Italian II.
A continuation of Italian 103. Prerequisite: Italian 103 or departmental placement.

101, 102. Introduction to Latin.
An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified i excerpts from writers of the classical period. Latin elements in English stressed. Recommended for pre med and pre-law students.

120. Comparative Languages.
An introduction to the linguistic formation of suc languages as Latin, French, Spanish, German, and Esperanto. A minimal basic vocabulary common to a these languages and comparative grammatical struc ture will be studied, as well as contributions to anc

nalogies with English. No previous foreign language
xperience required although some knowledge of any
ne foreign language would be helpful.

41. An Introduction to Descriptive Linguistics.

Descriptive linguistics aims to provide an under-
tanding of language by analyzing language in its vari-
us uses. The course provides an introduction to the
cientific study of language, analyzing and describing
ystems of sound, of syntax and of meaning. It deals
rimarily with contemporary American English,
hough data from other languages with different struc-
ures are also examined to provide perspective. The
tudy of linguistics is valuable to students of the be-
avioral sciences, and of languages and literatures, as
vell as to students preparing for elementary or sec-
ndary school teaching. Prerequisite: a basic knowl-
dge of at least one other language, such as might be
cquired by three or four years of study in high school
r two in college or departmental placement.

Music

ajor Requirements:

14 courses, including the tutorial. Students majoring
n music are required to take Music 101, 102, 203, 204,
03, 306, 223, 224, and four courses in applied music
nd the tutorial.

All majors in music must demonstrate keyboard abil-
ty no later than the end of the sophomore year. Sec-
ndary piano instruction is offered for this purpose, if
ecessary, at the financial responsibility of the stu-
ent. For students majoring in music, four course units
f applied music may be taken in the junior and senior
ear without fees. (See page 35, Applied Music fee.)

aterials of Music

01. Materials of Music I.

A study of scales, intervals, triadic structures in pro-
ression and phrase organization correlated with de-
elopment of aural, keyboard and writing skills.

02. Materials of Music II.

Extended harmonic structures, modulation, and
hromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.

Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth century. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 102 or equivalent.

204. Materials of Music IV.

Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

305, 306. Counterpoint.

Two and three-part melodic technic in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Prerequisite: Music 303 or equivalent.

History and Literature of Music

001. Freshman Seminar: Popular and Art Music.

A general survey course which will examine changing musical styles within cultures, as well as societal considerations effecting those changes. A wide variety of recorded examples will be available to the students — from American Indian music to European Symphonic music, from Chicago Blues to Balinese Keybar music. No prior musical experience is required.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in the Americas.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.
An examination of Italian, French, and German opera from the Baroque Period through the nineteenth century, including representative works by Monteverdi, Mozart, Bizet, Verdi, and Wagner.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music: Teaching Innovations.
The course studies the various stylistic tendencies and experimental developments in the music of the twentieth century. It examines, both philosophically and practically, the contributions of Orff, Kodály, and Suzuki to the teaching of music. Open to non-majors as well as majors.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

126. Pianos, Pianists and Piano Playing.
This course involves a survey of the history and literature of the piacoforte. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French. Pass/Fail.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

303. Form and Analysis.
An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 204 or equivalent.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.
Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.
Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec. B 1 course.

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:

10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The Department of Philosophy and Religion welcomes and encourages interdepartmental majors. More than most subjects, philosophy can rightfully be called an "integrating" discipline, and the student who has specific interests in other areas, but who does not want to overspecialize as an undergraduate, will often find philosophy appropriate for an interdepartmental program. Philosophy is also often "philosophy of" — of religion, of art, of law, of science, etc., so that it is particularly suited to a truly unified interdepartmental major. The Department does not specify requirements for the interdepartmental major, assuming that the interests and needs of students coming from the sciences or social sciences may be quite different from the interests and needs of those coming from the arts and humanities. Consequently an attempt is made to plan a program that is appropriate for the individual. In general, however, the Department believes that all interdepartmental majors should take the course in Logic and as many of the courses in the history of philosophy sequence as is consistent with their major interests. The interdepartmental major is expected to take a minimum of five courses in philosophy.

Philosophy

013. Freshman Seminar: Sense, Reason, and Imagination: Reflections on Poetry, Science, and Religion.
The purpose of this seminar is to explore and think critically about some of the recent books and essays dealing with characteristics and problems (e.g., the nature and relation of knowledge and value, the role of imagination in discovery, the meaning of "truth," etc.) which are common to the achievements of mankind in the arts, sciences, and religion. Among the works to be considered are Bronowski's *Science and Human Values,* Eiseley's *The Immense Journey,* and Pirsig's *Zen and the Art of Motorcycle Maintenance.*

100. Introduction to Critical Thinking.
The aim of this course is to improve reading and writing skills through a careful analysis of the structure of arguments, including special attention to problems of meaning, semantic ambiguity, logical order, and common fallacies in verbal reasoning. This is an elementary course intended primarily for students who need practice in critical thinking before entering Introduction to Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

105. Introduction to Social and Political Thought.
An introductory exploration of the fundamental normative questions of politics and social life. The

course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

111. Introduction to Philosophy: Logical Problems.

The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introductory study of classical and modern logic.

130. Philosophy of Education.

A discussion oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education"? Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Feminism.

An examination of contemporary philosophical writing concerning the meaning and justification of feminist claims. Of special concern is the current controversy concerning the morality and/or legality of reverse discrimination.

151. Ethics.

An examination of the major rival ethical theories of Western philosophy, together with an assessment of the skeptical and relativistic challenges to the possibility of any ethical knowledge.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Problems in Knowing and Being.

An historical introduction to philosophy which may be taken as either a second course in philosophy by a freshman or a first course by sophomores, juniors, and seniors. Through readings, lectures, and discussions the course will explore the changes in emphasis which have characterized the attempts to understand the nature of knowledge and existence from the Greeks to the present. Readings will be primarily from Plato, Aristotle, St. Augustine, Thomas Hobbes, Immanuel Kant, William James, and Martin Heidegger.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory, the end, definition, and function of the law, judicial reasoning, rights and obligations, obedience, liability, responsibility, property, and justice. Special attention will be given to two topics: law and morality, and the moral justification of punishment. Some case studies will be included in the readings. Prerequisite: Political Science 105 or Philosophy 294 or permission of the instructor.

**223. History of Philosophy:
Ancient Philosophy.**

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Ockham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegal, Schopenhauer, Nietzsche, Kierkegaard, Marx, and Mill.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.

An examination of the most influential attempts to understand the nature of the good and the right from Plato and Aristotle to contemporary thinkers such as John Dewey and Richard Hare. The relation of ethical ideas to religion, metaphysics, and politics will be discussed. Lectures, readings, and discussions.

272. American Philosophy.

The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy.

274. Seminar in Susanne Langer.

Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.

Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

294. Issues in Contemporary Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in Philosophy and/or Political Science 105 is recommended.

296. Philosophy and Public Affairs: Special Topics. World Hunger: Morality and Policy.

This course will examine normative problems arising from world hunger. A wide range of issues will be discussed: the effects of starvation, the population explosion, the economic development of third-world nations, the justifiability of political coercion, the green revolution, "lifeboat ethics," "spaceship earth," "triage," the morality of wealth, the right to life, productive and distributive justice, vegetarianism, and animal rights. Answers to the following moral questions will be explored: Is action to alleviate world hunger a prudential issue and not a moral issue at all? If the issue is indeed a moral issue, is the action properly seen as a moral duty or merely as an act of charity? Who is obligated to act — a nation or individuals only? Are affluent societies only obligated to help when it requires no significant national or personal sacrifice? Should such action be carried out with political interests in mind? Should the receiving nation curtail its population growth before receiving food assistance? What is the most effective way of implementing a decision to assist famine stricken nations?

302. Seminar in Immanuel Kant.

An intensive examination of certain parts of *The Critique of Pure Reason.* Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

321. Seminar on Art and Religion.

This seminar will explore through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, e.g., the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Suzanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.

An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

121. New Testament.

A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church.

151. The Comparative Study of Religion.

A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.

An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism, and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.
An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Course in Old Testament or in New Testament or major in department or permission of instructor.

189. Black Theology and Black Religion.
An examination of the interpretation of the Christian Church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community. (See also Black Studies.)

202. Modern and Contemporary Christian Thought.
An examination of religious thought in the modern period. Among the topics considered will be the nature of religious knowledge and experience, the modern critique of religion, and the relationship between faith and history. Thinkers such as Kant, Kierkegaard, Buber, Tillich and Niebuhr will be studied.

224. Religious Language and Truth.
This course examines the relations between descriptive language and expressive language (e.g., analogy, metaphor, symbol, myth) in the communication of religious truths, to see if some meaning is lost by demythologizing. It will focus on the Christian tradition.

232. Religion and Morality.
A study of the interaction between religion and morality focusing on contemporary concerns and problems. Attention will be given to understandings of the self, the nature of values, the question of ethical objectivity and decision making, and to selected issues in personal and social ethics.

501, 500, 502. Independent Study.

Physical Education

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.
Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

117. Racket Techniques—
Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course.

151. Swimming-Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving—American Red Cross.

Skills lead to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor—American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. ½ course.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Permission of the instructor. ½ course.

254. Gymnastics.

Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of the instructor. ½ course.

Dance

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. ½ course.

148. Classical Ballet.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. ½ course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. ½ course.

501, 500, 502. Independent Study.

Political Science

Major Requirements:

12 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

Interdepartmental Major Requirements:

6 courses in political science, excluding the tutorial. All interdepartmental majors must take Political Science 211 plus two of the following five 100-level courses: Political Science 101, 103, 104, 105, or 108.

001. The Politics of the Energy Crisis.

This course considers the origins, development, and consequences of the energy crisis, and the response of the American political system to this crisis. Readings, individual research, and local resource persons are utilized in an effort to achieve better understanding of this complex area.

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.
An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.
A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

105. Introduction to Political and Social Thought.
An introductory exploration of the fundamental normative questions of politics and social life. This course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class.

120. The Sixties: Camelot to Kent State.
"The Sixties" will survey the politics of an incredible decade: the youthful, activist Kennedy Administration, the Cuban Missile Crisis, the assassination; LBJ's Great Society and Vietnam escalation; the 1968 convention and the election resulting in Nixon's presidency, the Cambodian invasion of 1970 and the shooting of youthful protestors at Kent State.

201. The American Judicial Process.
This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Governmental Powers and Relationships.
An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review, and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.
An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political Research.
An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus techniques of surveys, observation, simulation, and content analysis. Students will con-

struct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Foundations of Contemporary Political and Sociological Theory.

This course examines the work of five major social and political theorists (Burke, Marx, Weber, Durkheim, DeTocqueville) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the effects of the Industrial and French Revolutions and in terms of their perceptions of the basis of political and social authority; the nature of human history; the major political dilemmas facing modern life; and the properties of a science of human behavior.

216. Urban Politics.

An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: One 100-level course in political science or permission of the instructor.

217. International Organizations.

A survey of early theories and examples of international organizations followed by a study of the League of Nations and the United Nations. Major topics include great power struggles in the Security Council, the emergence of interest blocs in the General Assembly, and the activities of functional, regional, and economic organizations within and without the United Nations. Prerequisite: Political Science 104 is recommended.

220. Group Study in Law: Field Placement.

Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisite: Sophomore standing and consent of instructor.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory; the end, definition and function of law; judicial reasoning; rights and obligation; obedience; liability; responsibility; property and justice. Special attention will be given to two topics: law and morality and the moral justification of punishment. Some case studies will be included in the reading. Prerequisite: Political Science 105, or consent of the instructor.

225. United States Foreign Policy.

A survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphasis is on the impact of the policy-making process on decisions. Examination of the origins and results of the Cold War and the movement away from Cold War Attitudes. Prerequisite: One 100-level course in political science.

228. Public Administration.

An examination of policy implementation in the U.S at national, state, and local levels. Special attention wil be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Politica Science 101.

229. Public Opinion and Propaganda.
An examination of the techniques of political propaganda and their effects on public opinion in contemporary America. Of particular interest will be the role of the mass media (especially television) and computer technology as propaganda instruments in election campaigns. Prerequisite: One 100-level course in political science or sociology-anthropology.

238. Congress and the Presidency.
A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor.

281. Black Politics: Strategies and Tactics.
This course deals with the examination of the major political organizing and development tactics of Blacks in the United States since 1900. An analysis of political goals and tactics is the central focus. Other aspects to be examined are: similarities and differences in the philosophies of George W. Carver and Booker T. Washington, the organizing of the NAACP, the Garvey Movement, the Black Panthers, the Mississippi Freedom Democratic Party, and the Black National Political Convention. (See also Black Studies.)

294. Issues in Contemporary Social and Political Philosophy.
This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics covered include authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become actively involved. Some previous work in philosophy and/or Political Science 105 is recommended.

305. Personality and Political Leadership.
An investigation of what factors motivate individuals to seek political power and, once in power, what factors affect political leadership behavior. There will be a critical analysis of the various personality models which attempt to explain leadership behavior and motivation. Case studies of both elected and non-elected political leaders will be utilized. Prerequisite: Political Science 101 or 108 or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:
12 courses, including the tutorial. Prospective majors should complete 101, 102, 109, and 110 by the end of the sophomore year. Courses 211 and one course unit of 503, 504, or 505 must be completed in the junior year. Courses 603 and 604 must be completed in the senior year. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 252. Courses in Group A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A and one from either B or C, any two with laboratory. (This is better than option 1 as preparation for graduate work in psychology.) 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for graduate study in psychology.)

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology

102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

Interdepartmental Major Requirements:

Any interdepartmental major which includes Psychology shall include at least 6.5 units of Psychology courses of which 4 units are required (101, 102, 109, 110). The student must choose, with the approval of a member of the Psychology department, two additional courses from Groups A, B and C; at least one of the two elective courses must include the laboratory section.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture weekly.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrently; upperclass students may register with permission of the instructor.

110. Quantitative Methods Laboratory.

Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of desk calculators, computers, introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

183. Black Psychology.

A description of behavior of Black Americans in ligh of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems perception of self and others, positive and negative personality traits, survival skills, and family structure (See also Black Studies.)

211. Research Design.

An examination of experimental design procedure with an emphasis on analysis of variance. The issue and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109, 11 or equivalent.

221. Learning: Basic Processes.

Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumenta conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward an punishment, and other task variables affecting performance in learning tasks.

221A. *Laboratory.*

Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A)

Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. *Laboratory.*

Designed to familiarize students with the methodology and analysis of research in human learning Both replication of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)

Lecture. An examination of perception as an information-extraction process, with emphasis on classica and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

223A. *Laboratory.*

Experiments and demonstrations of the major perceptual phenomena will be performed by the students. ½ course.

224. Motivation. (Group A.)

Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. *Laboratory.*

Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology.

Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101.

231A. *Laboratory.*

Field studies and laboratory experiments on behavior in social situations. ½ course.

232. Personality. (Group B.)

Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. *Laboratory.*

Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Abnormal Behavior. (Group B.)

Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. *Laboratory.*

Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Psychobiology. (Group C.)

Lecture. An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: One course in either biology or psychology.

241A. *Laboratory.*

Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Animal Behavior. (Group C.)

Lecture. An examination of the basic principles of animal behavior with emphasis on social behavior, social organizations, and communication.

242A. *Laboratory.*

Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. ½ course.

251. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systemic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

252. Principles of Child Development. (Group C.)

An overview of psychological development from birth through adolescence.

253. Child Psychopathology.

Discussion of clinical and research findings on disorders of behavior and learning in childhood, including psychoneurosis, autism, learning disabilities, mental retardation, personality disorders, and hyperactivity. Prerequisite: 101 or 102 plus instructor's permission.

292. Philosophy of Mind.

This course will focus on the mind-body problem. It will examine such questions as: Is there a non-material soul which is separate from but within the body? Is this the same as a mind? If so, how can it act on matter? Is materialism true? Is behaviorism an adequate solution to the mind-body problem? What is a mind? Is it a soul, a self, a brain, a thinking substance, a non-material by-product of brain processes, the functioning of the nervous system, or a set of dispositions to behave? Can machines have minds? How do we know that other people have minds? Is there some "living" part of us which survives the body's death? Although the course will survey historical perspectives, it will concentrate upon contemporary theories (e.g., identity theory, physicalism, behaviorism).

292 cannot be used to satisfy major requirements.

350. History of Psychology.

Main trends in the history of the science as revealed in the development of major research problems.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Major Requirements:

11 course units, including the tutorial. Students majoring in Sociology-Anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 207, 212 (or Mathematics 110) and 214. It is desirable to have taken 101, 103, and 104 by the end of the sophomore year and to have taken 207, 212 and 214 by the end of the junior year. Majors are required to take three electives in the department.

The major program is designed to deepen and demystify the student's analysis of her own and other societies; to provide her with the scientific and imaginative skills by which such an analysis can be made; and to establish a context in which she can learn to evaluate and examine for herself the major social issues confronting her own and other societies.

Interdepartmental Major Requirements:

A minimum of 7 credits, apart from the tutorial. The following courses in Sociology/Anthropology must be included: 101, 103, 104, 207, 212 (or Math 110) and 214. (A course in social/cultural anthropology at the 100 level may be substituted for 104 with permission of the instructor.) Interdepartmental majors must also take one elective in the department.

003. Freshman Seminar: Knowledge for What?

The human uses of the social sciences. The identification, study and discussion of questions about our world. A general introduction to major ideas and sources of information bearing on the issues named in the seminar.

101. Introduction to Sociology.

The aim of this course is to develop a scheme for the analysis and comparison of human societies. The scheme is developed by attending to the historically variable ways that the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character, and value-preferences.

103. Early Persons and Culture.

Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.

Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

105. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice, in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

108. Social Problems and Issues.
This course focuses upon the causes of a number of contemporary social problems in this and other societies. The problems to be discussed might include crime, racism, poverty, the pollution of the environment, population changes, class and ethnic conflicts, and war. Attention will be given to a variety of proposed solutions to these problems.

112. People and Cultures of the World.
A survey of populations or "races" of the world for non-majors and majors; questions of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, American Indian). Attention to teaching about other ways of life in primary and secondary education.

120. Changing Sex Roles in Contemporary Society.
Contemporary changes in sex roles and the consequences of being female and male in terms of roles, rewards, costs, and identities. Biological in relation to the cultural determinants of sex differences through time; the social, economic, and political function of role differentiation. Women's participation in social change; cross cultural comparison of changing sex roles in selected countries such as Sweden, China, Israel.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies, including Native American and African groups. (See also Music.)

135. Ethnic, Nationality, and Race Relations.
The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political and economic interests. Prerequisite: one course in the Social Relationships Division.

140. Cross-Cultural Perspectives on Dying and Death.
The many meanings of "death." Socially induced death, e.g. abortion, infanticide, suicide and magical death as well as murder and warfare. The reordering of family, property, political and ritual relations *post mortem*. The fate of the soul in different cultures. Prerequisite: one course in the Social Relationships Division.

145. Urban Anthropology.
Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and subproletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: either 101, 103, 112 or permission of the instructor.

148. Marriage and the Family.
This course analyzes marriage and the family in American Society; their historical development; the contemporary economic and cultural pressures on them; and the impact which social class has upon the nature of family life. Particular attention is given to the differences between middle and working class families in regard to child rearing, sexual practices, and courtship. Prerequisite: Sociology 101 or permission of the instructor.

150. Marriages and Family Life in Different Cultures.
The varied and changing ways in which spouses are found, children are reared, authority is wielded, property is transmitted and rituals are enacted in the familism of Native Americans, Africans and Pacific Islanders as well as in peasant communities of Latin America, the Near East and Asia. Prerequisite: one course in the Social Relationships Division.

182. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

188. The Black Family.
A sociological analysis of the Black Family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also Black Studies.)

207. Methods of Social Research.

An introduction to the craft of research formulation, data collection and the analysis of findings in the study of social relationships. Training in the use of library resources. The significance of values, ethics and politics in the research enterprise. Prerequisite: One course in the Social Relationships Division, preferably in Sociology-Anthropology, Political Science or Psychology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

214. Classical Socio-cultural and Political Theory.

This course examines the work of five major social and political theorists (Comte, Spencer, Marx, Weber and Durkheim) who helped to lay the foundations of contemporary social science. Their ideas are analyzed against the background of the Industrial and French Revolutions and in terms of the problems of political and social authority, the nature of human history, the major political dilemmas facing modern life, and the properties of a science of human behavior.

218. Social Movements.

This course examines a variety of schemes for the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted.

220. The Culture of Schooling.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed.

222. The Sociology of Religion.

This course examines the social basis of religion; the ritual devices which are used to render plausible religious experiences; and the impact of religion upon political, economic, and psychological behavior. The religions of western industrial societies are given special attention. Prerequisite: One course in sociology-anthropology, political science, or psychology, or permission of the instructor.

225. Culture and Personality.

Through examination of the anthropological data of Margaret Mead, Cora Dubois and others the effect of culture upon personality is explored. Emphasis is placed on childhood socialization in relation to adult personality. Prerequisite: One course in either Sociology-Anthropology or Psychology or permission of the instructor.

226. Inequality in the United States.

This course analyzes the causes and consequences of institutionalized inequality in American society. The problems of minority groups, the relationship of stratification to conflict, and the possibilities of social change are emphasized. Prerequisite: Sociology 101.

228. Deviance and Social Control.

Examination of why people are deviant and why and how societies react to deviance. Particular attention to the causes of serious crime, so-called "victimless crime," and white collar and political crime. Focus on the question of the degree to which deviance and crime comprise an adaptive mechanism and products of culture rather than individual pathology. A 100-level course in Sociology-Anthropology recommended but not required.

234. Social Work and Social Welfare in Sociological and Historical Perspective.

This course examines social work and social welfare in the U.S. and in a number of European societies. Particular attention will be paid to the historical and analytical basis of the methods used by social workers to deal with social problems; to the dilemmas which result from the organization of social welfare agencies; and to the effect which cultural and political factors have had upon social welfare practices. Prerequisite: One course in the Social Sciences or permission of the instructor.

252. Seminar: Toward an Anthropology of Women.
Economic, social, political and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical" and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology-Anthropology 101, 103, 104, 112 or permission of the instructor.

301. Seminar.
This course varies emphasizing areas of interest in contemporary theory and research in sociology and anthropology.

501, 500, 502. Independent Study.

603-604. Tutorial.

Program Areas

(See also Departmental Areas)

Administration and Management

The Administration and Management Program is designed to prepare students in the basic knowledge and skills required for the pursuit of careers in modern complex organizations. The program curriculum intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis, and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

Seventeen course units, including one internship and the tutorial. Students majoring in Administration and Management are required to take the following: Administration and Management 101, 201, 202, 222, 223, 250, 302, 322, 603, 604. Additional required courses are Economics 101, 102, English 103, Information Science 103, Math 107, 108, and Philosophy 141 or History 139, or Sociology-Anthropology 182 or 120.

Interdepartmental major requirements:

Six course units, not including the Tutorial. Required courses are Administration and Management 101, 201, 222, 223, 302. The tutorial will usually be in another discipline, but will be a topic related to management.

Core Courses:

English 103. Expository Writing II.

History 138 or 139. Roles and Status of Women in Historical Perspective, or **Sociology 120. Sociology of Sex Roles,** or **Philosophy 141. Philosophy and Feminism, or Sociology-Anthropology 182. Black Women in American History.**

Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

Economics 101. Macroeconomics.

Economics 102. Microeconomics.

Information Science 103. Introduction to Information and Computer Science.

Mathematics 107, 108. Models, Decisions, and Calculus I, II.

Administration and Management 201. Experiencing Organizations.

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization, the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

Administration and Management 202. Managing Organizations.

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control, and accountability to the success of the manager. Prerequisite: Administration and Management 201.

Administration and Management 222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Prerequisite: Mathematics 106 or equivalent.

Administration and Management 250. Group Study in Administration and Management: Internships.

Students will have field placements in some aspect of the administration and management of an organization. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and write a final report regarding the organization. Prerequisite: Administration and Management 101, Administration and Management 201, and permission of instructors.

Administration and Management 302. Values in Contemporary Organizations.

In this course students will develop the skills for identifying value issues and conflicts which are encountered by modern organizations, especially those issues encountered in the interface between the organization and society. The students will analyze the elements of the value issues, formulate solutions and critically consider the consequences of the proposed solutions.

Format of the course will be the seminar. Readings from major interdisciplinary and social sciences writers will include articles and books about multinational corporations, law and organizations, politics and organizations and the effects of historical development on organizations. Prerequisites: Administration and Management 201 and 202.

Administration and Management 304. Non-Profit and Volunteer Systems.

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

Administration and Management 306. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations and the media will also be explored. Prerequisites: Administration and Management 101 and 102.

Administration and Management 322. Problem Solving Seminar.

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organization and issue. Local resource persons and facilities will be utilized, and preparation of plans for the tutorial will be emphasized. Prerequisites: Administration and Management 101, 201, 202 and permission of the instructor.

351. Special Topics.

This course varies from year to year with emphasis on different areas of importance in the contemporary theory and practice of management.

500, 501, 502. Independent Study.

603, 604. Tutorial.

Communication

The Communication Program provides an interdisciplinary approach to the study of the communication systems that permeate our existence. It provides students with a theoretical approach to the analysis of messages in all the media of human expression. Students will develop their abilities to write, speak and look effectively. It also provides students with the opportunity to apply their critical abilities in the creation of media productions. Finally, the Program offers the student the opportunity to experience the reality of on-the-job media work through the College Internship Program. The Program is designed especially for students interested in a wide range of careers including publishing, journalism, public relations, advertising, broadcasting, and film, or students interested in graduate study in the field.

Major Requirements:

Sixteen courses, including 101 or 201; 102; 195; 301; one approved internship, English 103, Philosophy 119, five corollary courses.

Adjunct Program:

Students who wish to combine another major with communication shall take at least eight communication courses including 101 or 201, 102, and 195. In addition, they must complete one communication-related internship, and the tutorial must relate to communication.

Core Courses:

Communication 101. Introduction to Communication.

A course designed to introduce students to all areas of human communication. Beginning with an overview of the field, the course critically surveys the research done in intrapersonal, interpersonal, small group, and mass communication. This includes an analysis of both verbal and nonverbal behavior.

Communication 102. Communications and the Media.

A critical study of the growth, functions and effects of the media on mass communication. Major emphasis is placed on the information systems which have developed in contemporary society, including the print media, photography, film and the electronic media. Prerequisite: 101 or permission of the instructor.

English 103. Expository Writing II.

Communication 192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

Communication 193. Visual Studies.

An interdisciplinary study of the languages of visual communication. Drawing on the work done in various disciplines, this course explores the elements of visual literacy. Traditional as well as newer forms of art will be analyzed. Students will develop their abilities to see, appreciate and use the visual mode of communication more effectively.

Communication 195. Media Production I.

An examination of the process and products of visual media software and their uses. Emphasis is on illustration, paste-ups, preservation, coloring, lettering, photography and duplication of visual materials. Term projects include transparencies, slides, mounting, lamination, introduction to process camera, photosketching, grid drawings, and mounting for display.

Communication 200. Equipment Utilization and Media Resources.

An introduction to the media hardware used for projected and audio presentations. Emphasis is on using various film projectors; audio taping and sound mixing; overhead and sound/synch slide systems. Students will use portable and studio video equipment. Additional emphasis will be placed on designing resource centers. Prerequisite: Communication 195 and permission of the instructor.

Communication 201. Communication Systems and Theories.

A critical study of the major contemporary theories of communication developed within the fields of communication, rhetoric, and related disciplines. Beginning with an analysis of the goals of theory construction in the natural and social sciences, students will explore alternative systems in specific research contexts. This will enable students to apply these theoretical concepts to areas of their own interest.

202. Projects in Writing and Production.

A workshop course designed to improve the student's writing, editing and production skills. Projects will vary from year to year but will include such assignments as writing for special audiences, specialized editing, preparation of scripts for video productions and producing special media products. Prerequisites: English 103, Communication 195, or permission of the instructor.

Communication 203. Editing and Writing.

A workshop course designed for students who have completed Expository Writing II. This course gives additional practice in non-fiction writing and editing. Emphasis is on writing news stories, feature articles, public affairs materials, and factual reports. Special projects vary from term to term. Prerequisite: English 103.

Communication 204. Organizational Communication.

A critical study of the communication networks in contemporary organizations. Students explore the internal and external communication patterns of organizations and analyze the effects of alternative communication styles on the functioning of the organization.

Communication 234. Special Topics.

A course designed to study selected topics in communication. Content varies from year to year and includes such topics as: Communication Law, Investigative Journalism, Specialized Roles in the Media, Women's Speech, and Women and the Media. May be repeated for credit with different content.

Communication 250. Group Study in Communication. Interim.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with each other and with faculty. Each student will keep a journal and make a final presentation to the group. Prerequisites: Communication 101, English 103, and permission of the instructor.

Communication 292. Photography II.

This course is designed to acquaint students with several darkroom and photoprocessing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo-finishing techniques. Prerequisite: Communication 192 or portfolio and permission of the instructor.

Communication 301. Senior Seminar.

A course designed to be taken in the senior year. This course will consist of a critical analysis of selected issues in the field and will serve to synthesize the knowledge students have gained throughout their career. Students will develop their abilities to present their ideas before others and to argue persuasively. Prerequisite: Senior Class standing or permission of the instructor.

303. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies such as cable TV and satellite communications systems. Policy options for future development in the communications field, and societal implications of an electronic culture are studied.

Communication 353. Media Production II.

An in-depth study of photo-reproduction processes. Emphasis is on the use of the 35mm, 4x5, and process cameras for difficult copy, line copy, bas relief, halftone reproduction, title slide preparation, posterization, etch bleach, diazo conversion, metal platemaking and offset printing. Each student will present a bound book version of all projects as a portfolio for evaluation. Prerequisites: Communication 192 and 195.

355. The Language of Cinema.

This course is designed to develop the student's ability to analyze and interpret the pictorial theory and message in film. Specific emphasis is on film as a discursive medium of communication, with a critical analysis of optical effects, cutting, sounding, camera manipulation, and use of angles and sequencing. The class studies films ranging from shorts to full-length features.

500, 501, 502. Independent Study.

Communication 603-604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the college; the list changes from year to year as departmental offerings change. Courses are selected on the basis of their relevancy to the field of Communication. Students should choose these courses carefully in consultation with their advisor.

Administration and Management 202: Managing Organizations; 306: Marketing.

Art 101, 102: Drawing; 133, 134: Survey of Western Art I and II; 256: Modern Architecture; 258: Twentieth Century Art.

Information Science: See Course Offerings.

Chemistry 116: Contemporary Topics in Chemistry.

Drama 192: Speaking to Inform and Persuade.

English 141: Introduction to Descriptive Linguistics.

History 150: Popular Culture and the Media, 1900-1950; 257, 258: American Cultural History.

Mathematics 110: Elementary Statistics; 212: Probability Theory and Applications.

Philosophy 251: Philosophy of Art.

Political Science 211: Methods of Political Research; 212: Elementary Statistics and Computer Analysis; 229: Public Opinion and Propaganda.

Psychology 223: Perception; 224: Motivation; 231: Social Psychology.

Sociology-Anthropology 207: Methods of Social Research.

**Course descriptions appear under departmental offerings.*

Areas of Study

Black Studies

Drama 181. Contemporary Black Drama.
A study of the growth of the Black theatre and the ways in which it reflects the cultural, social, and political history of Blacks in America. Works of selected Black poets and playwrights are analyzed through studio performances. Students are exposed to activities of Black theatre groups in Pittsburgh.

Education 322. Teaching in an Urban Setting.
Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.
A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.
A survey of the saga of Afro-Americans from west Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization. Students engage in genealogical research.

Psychology 183. Black Psychology.
A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.
An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black Church as a principal agent of integration in the Black Community.

Sociology-Anthropology 182. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.
A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Information Science

103. Introduction to Information and Computer Science.
Students study how the information environment — an assembly of computers, communication systems, libraries and people — can be organized to handle information efficiently. Fundamental computer programming techniques are presented; on-line computer systems using the BASIC programming language are utilized. In lab, each student is expected to develop some proficiency in programming and to complete a project in her field of interest. 1 unit.

201. Information Science II.
An intermediate level course which covers information technology, information systems and information counseling. Emphasis is placed on how computers are utilized in organizations in the management of information systems. Students learn to design, develop, and implement projects in a data management system environment. 1 unit.

202. Computer Science II.

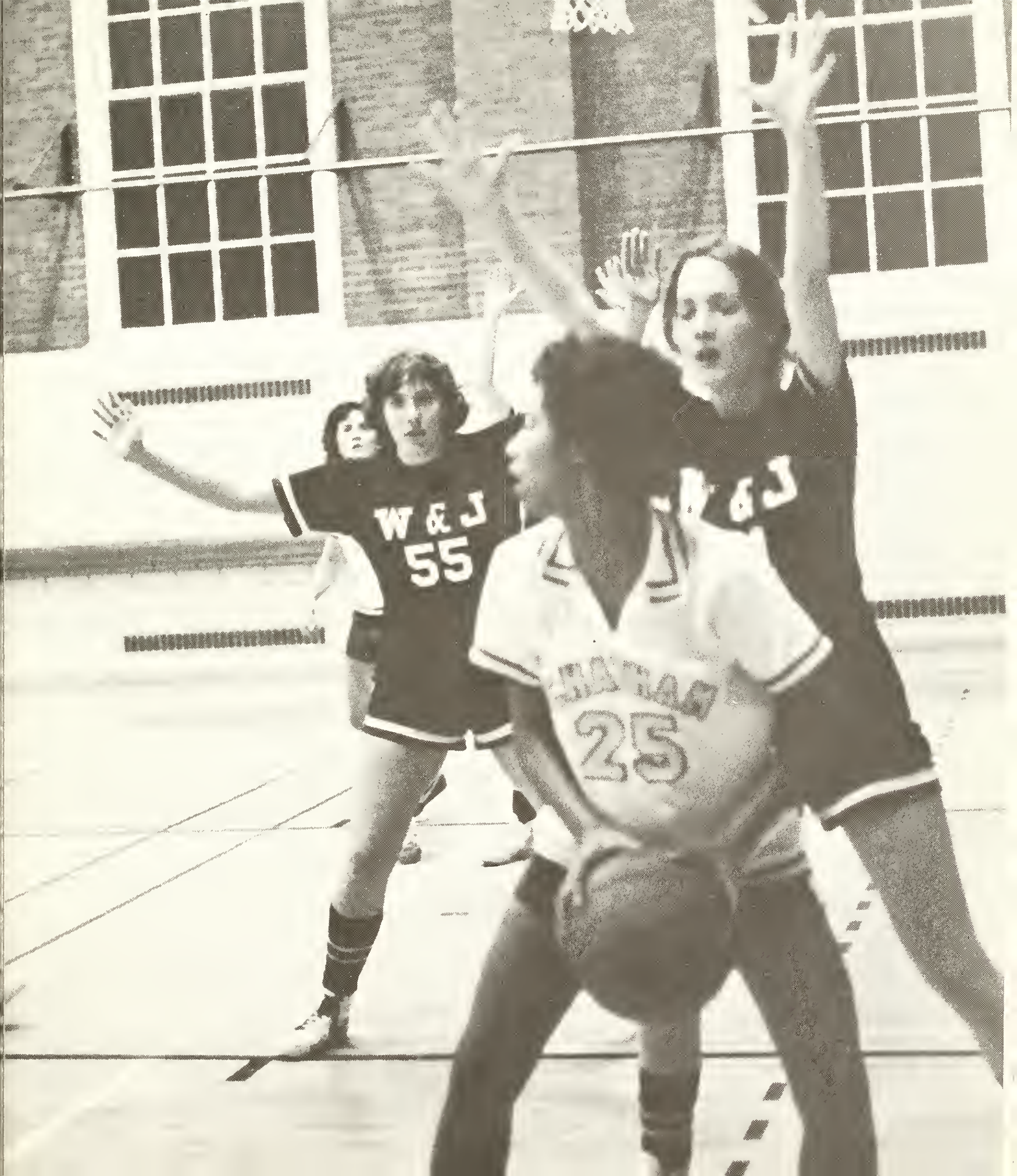
An intermediate level course which explores topics in computer science. Algorithms, numerical methods, simulations and other advanced programming techniques are presented. Students design, develop and implement projects in BASIC PLUS and FORTRAN. 1 unit.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop and implement a project for that organization. 1 unit.

Women's Studies

Although Chatham College does not have a formal program in Women's Studies, courses in a variety of departmental areas can be organized to provide such a course of study. Contact the Registrar for more information.


W & J
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Personnel

General and Academic Administration

Alberta Arthurs, *President*
B.A., M.A., Wellesley College
Ph.D., Bryn Mawr College
Janet Sarbaugh, *Assistant to the President*
B.A., Agnes Scott College
M.A., University of North Carolina
Alice Mason, *Executive Secretary*

Thomas J. Hershberger, *Acting Dean of Faculty*
B.A., Allegheny College
M.A., Ph.D., Northern Illinois University
Jean B. Michaels, *Executive Secretary*
B.A., Denison University

Sharon Jackiw, *Associate Dean of Faculty*
B.A., University of Michigan
M.A., Ph.D., Cornell University

Emma T. Lucas, *Assistant Dean of Faculty and Director of Black Affairs*
B.A., Tougaloo College
M.A., Purdue University
M.S.W., University of Pittsburgh

Jane Hunt Cordisco, *Director, Career Planning and Placement*
B.A., Pennsylvania State University
M.A., University of Pittsburgh
Adrian Luck, *Assistant in Career Planning*
B.A., University of Pittsburgh

Carolyn J. DeHaven, *Registrar*
B.S., Clarion State College
Janet L. Becker, *Assistant to the Registrar*
B.A., LaRoche College
Janet Shack, *Secretary*

Robert J. Cooley, *Director of Media Resources*
B.A., College of Steubenville
M.A., Fairfield University
Ed.D., Indiana University

Janice W. Carver, *Director of Computer Services*
B.A., Chatham College
M.S., Carnegie-Mellon University

Student Services

Mona N. Generett, *Dean of Students*
B.A., Spelman College
M.S., Indiana University
Ph.D., University of Pittsburgh
Lucille Tilly Gay, *Administrative Assistant to the Dean of Students*

Mary C. Ginn, *Assistant to the Dean of Students for Student Activities and Head Resident, Benedum Hall*
B.A., Bucknell University

Elissa K. Hirsh, *Director of Counseling*
B.A., Chatham College
M.S.W., University of Pittsburgh

Deborah H. Caban, *Director of Andrew W. Mellon Center*
B.S., Springfield College

Nancy Klim, *Head Resident, Woodland Hall*
B.A., M.S.Ed., Edinboro State College

June E. Meckler, *Head Resident, Dilworth Hall*
B.A., Carlow College
M.Ed., University of Pittsburgh

Emma C. Mosley, *Head Resident, Berry Hall*
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M.Ed., University of Pittsburgh

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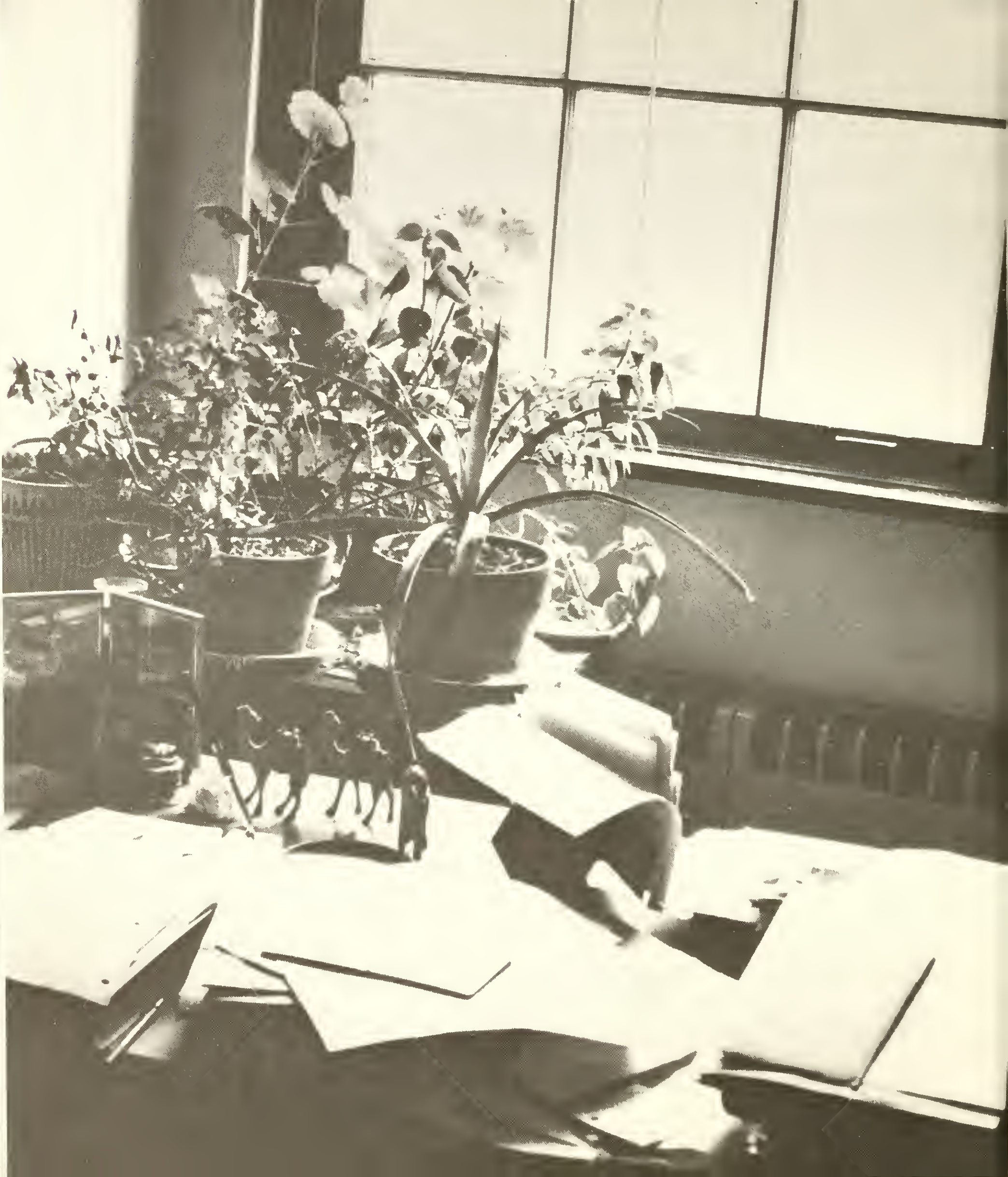

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How to get to Chatham

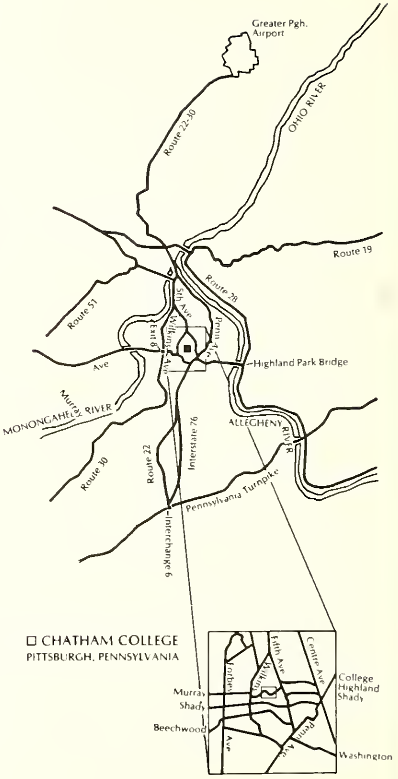
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.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OHIO RIVER
Route 19
Route 28
Route 51
5th Ave
Penn Ave
Exit 8
Wilkins Ave
Ave
Highland Park Bridge
Murray Ave
MONONGAHELA RIVER
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Chatham College is accredited by the Commission o
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the American Chemical Society.

The College admits students without discrimination
to race, age, handicap, color, national or ethnic orig

Woodland Road
Pittsburgh, Pennsylvania 15232
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